

DOCUMENT RESUME

ED 248 193

SP 024 019

TITLE The Florida Teacher Certification Examination.
Bulletin III: The Professional Education Subtest.
Revised.

INSTITUTION Florida State Dept. of Education, Tallahassee.

PUB DATE Jan 82

NOTE 189p.; For related documents, see SP 024 016-020.

PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC08 Plus Postage.

DESCRIPTORS *Classroom Techniques; Higher Education;
Instructional Materials; Interpersonal Competence;
*Knowledge Level; *Minimum Competency Testing;
Preservice Teacher Education; State Standards;
*Teacher Behavior; *Teacher Certification; Teacher
Response; *Teaching Methods; Teaching Skills; *Test
Format

IDENTIFIERS *Florida Teacher Certification Examination

ABSTRACT

This bulletin contains the current specifications from which the questions on the professional education subtest of the Florida Teacher Certification Examination were developed. Information is provided on: (1) competencies and subskills tested by the subtest; (2) generic competencies evaluation strategies; (3) the content base for the professional education subtest; (4) item specification statements on the competency and subskill to be tested, the rationale behind the skill, and the way the test questions should be constructed to test that specific skill; (5) a bibliography listing books that supply information needed to master each competency; and (6) sample examination questions for the professional education subtest. (JD)

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The Florida Teacher Certification Examination Bulletin III: The Professional Education Subtest



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300-021182-KLL-4000-1

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Adopted, State Board of Education, Jan. 20, 1981

THE FLORIDA TEACHER CERTIFICATION EXAMINATION
BULLETIN III: PROFESSIONAL EDUCATION SUBTEST

Revised January 1982

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Department of State
1982

PREFACE

Four bulletins have been developed to provide information about the Florida Teacher Certification Examination. Bulletin I describes the history and early development of the examination and presents the general specifications for all the subtests. It also provides a list of supplemental materials and references concerning the methodology behind each individual subtest and a set of sample items for each test. Bulletin II presents a general description of the Reading, Writing, and Mathematics Subtests and the item specifications for each. Its Appendix provides a detailed description of the scoring procedures for the Writing Subtest.

This document, Bulletin III, provides a description of the content base and item specifications for each of the items in the Professional Education Subtest of the examination. Bulletin IV, the technical manual, describes the technical adequacy of the examination, including such topics as test reliability, test validity, passing scores, and methods of protecting the test from cultural or ethnic bias.

It is expected that faculty members of teacher education programs and students in these programs will be especially interested in Bulletin I. Directors of teacher education centers and school district staff development directors may also find the information useful. The specific item specifications and other information in Bulletins II and III should be of special interest to professionals involved in program development and evaluation. Bulletin IV was designed primarily for measurement professionals.

Please note that the scope of the examination is limited to those essential generic competencies that are assessable by a written examination. There has been no attempt to cover all aspects of teacher training: many important competencies are assessable only by direct observation, and many competencies are specific to the subject matter taught or the developmental level of the students. It is also important to remember that teacher education is dynamic; it must change to reflect and incorporate new research evidence and the wisdom accumulated from experience. For these reasons, even though the examination has been carefully developed and reflects the current state of knowledge and priorities for the general preparation of teachers, the specifications for the examination should not be used as the sole basis for a teacher training program.

The specifications presented in Bulletin III are being used for the 1980-81 examinations. If changes are made in the specifications at some future date, it is anticipated that an updated bulletin will be issued.

The Department of Education encourages recommendations for improv-

ing the Florida Teacher Certification Examination. Recommendations and inquiries should be addressed to:

Dr. Garfield Wilson
Teacher Education and Certification
Florida Department of Education
Tallahassee, Florida 32301

Dr. Thomas Fisher, Administrator
Student Assessment Section
Bureau of Support Services
Florida Department of Education
Tallahassee, Florida 32301

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INTRODUCTION

This document, Bulletin III, contains the current specifications from which the questions on the Professional Education Subtest of the Florida Teacher Certification Examination are developed. These item specifications have themselves been developed from the essential competencies and subskills that, since 1978, have determined the curricular requirements of teacher education programs at institutions of higher learning in Florida, according to State Board of Education Rules. (See the section on the historical background of the examination in Bulletin I: Overview for a full explanation of the development of the examination.)

The General Subtest Description indicates which competencies are tested by the Professional Education Subtest. Note that Competency 6 is the first competency tested by the Professional Education Subtest; Competencies 1 and 3 are not included in the written examination and Competencies 2, 4, and 5 are tested by the Writing, Reading, and Mathematics Subtests, respectively. (See Bulletin II for these subtest descriptions and item specifications.)

Table 1, Florida Essential Generic Competencies Evaluation Strategies, lists the competencies and subskills and indicates those which are tested on the Teacher Certification Examination, those others which can be evaluated only through classroom observation (not part of the examination), and still others which have been deleted because they appear to be nonmeasurable.

Table 2 is an outline of the content base for the Professional Education Subtest; the content base itself is included in the section called Specification Supplement: Content Base for the Professional Education Subtest. The Specification Supplement lists the content categories to be tested. Table 3, the Content Base - Competency Matrix, lists the competencies and references the subskills to the relevant category of the Content Base. Table 4, the Blueprint for the Professional Education Subtest, organizes the competencies into content base categories and also indicates how many test questions and what type of test questions will be used for each category.

The next section is Item Specifications. Each specification states the competency and subskill to be tested, explains the rationale behind the skill, and describes the way the test question should be constructed to test that specific skill. At the end of each description is a reference to the section(s) of the Specification Supplement where the relevant concepts, principles, or theories are listed. These item specifications are the requirements from which the examination questions are constructed.

Following the Specification Supplement (discussed above), is a bibliography. This bibliography lists the books that supply information needed to master each competency. The final item in Bulletin III is a group of sample examination questions for the Professional Education Subtest.

GENERAL SUBTEST DESCRIPTION

The Professional Education Subtest will consist of up to 100 multiple-choice items. The distribution of items will be based on the following considerations:

- a. The extent of the examination coverage is based on the priorities recommended by the Professional Task Force formed to implement Florida Statute 231.17.
- b. The coverage is based on a balance between the major categories of the content base.
- c. Competencies 6 through 23 will be covered. Competency 8 will be addressed by the examination items related to Competency Subskill 9a. Competencies 6 and 19 were combined by statute and are tested as one competency (6/19).

TABLE 1 - FLORIDA ESSENTIAL GENERIC
COMPETENCIES EVALUATION STRATEGIES

KEY x - Minor evaluation emphasis
xx - Major evaluation emphasis

Essential Competencies and Subskills	Written Exam	<u>Performance Evaluation</u>			Deleted
		Content Area Application	Generic Application		
1. Demonstrate the ability to orally communicate information on a given topic in a coherent and logical manner			xx		
a. Utilizes principles of simplicity and clarity in organization of oral presentation			xx		
b. Uses standard English in oral communication			xx		
c. Uses vocabulary suitable to the topic and audience		x	xx		
d. Speaks with a volume and pace that promote comprehension.			xx		
e. Provides verbal and non-verbal cues to the organizational structure of the oral message			xx		
f. Provides relevant examples that illustrate oral content			xx		
2. Demonstrate the ability to write in a logical, easily understood style with appropriate grammar and sentence structure	xx		x		
a. Differentiates between formal and informal written English and demonstrates ability to use both forms					x
b. Uses language at the level appropriate to the topic and reader	x	xx	x		
c. Comprehends and applies basic mechanics of writing: spelling, capitalization, and punctuation	xx				

TABLE 1 -- Continued

KEY: x - Minor evaluation emphasis
 xx - Major evaluation emphasis

Essential Competencies and Subskills	Written Exam	Performance Evaluation		Deleted
		Content Area Application	Generic Application	
d. Comprehends and applies appropriate sentence structure	xx			
e. Comprehends and applies basic techniques for the organization of written material	xx		x	
f. Comprehends and applies standard English usage in written communication	xx			
3. Demonstrate the ability to comprehend and interpret a message after listening			xx	
a. Accurately follows multi-step oral directions			xx	
b. Listens effectively for the organization, main idea, subordinate ideas and details of a message		x	xx	
c. Listens effectively in order to identify relevant and irrelevant information and propaganda techniques		x	xx	
d. Listens effectively in order to draw inferences		x	xx	
e. Summarizes the message after listening		x	xx	
f. Comprehends both standard and non-standard English language used by students			xx	
4. Demonstrate the ability to read, comprehend, and interpret orally and in writing, professional material	xx		x	
a. Identifies and evaluates relevant professional material	xx	x	x	
b. Understands basic statistical terminology (such as mean, median, mode)				x

TABLE 1 -- Continued

KEY: x - Minor evaluation emphasis
 xx - Major evaluation emphasis

Essential Competencies and Subskills	Written Exam	Performance Evaluation		Deleted
		Content Area Application	Generic Application	
c. Demonstrate literal reading skills (such as recognizing main idea, details, sequencing, comparison and contrast)	xx		x	
d. Demonstrate interpretive reading skills (such as predicting outcome, drawing conclusions, making generalizations)	xx		x	
e. Demonstrate critical reading skills (such as recognition of relevant and irrelevant information, propaganda techniques, and fallacies in reasoning)	xx	x	x	
f. Produce a logical summary interpretation of the results of research in professional material				x
5. Demonstrate the ability to comprehend and work with fundamental mathematical concepts	xx			
a. Add, subtract, multiply, and divide whole numbers, decimals, and fractions	xx			
b. Demonstrate the meaning and use of fractions and per cents	xx			
c. Represent and interpret data using charts, tables, graphs, and maps	xx			
d. Solve measurement problems involving length, area, volume, capacity, weight, time and temperature, using U.S. customary and metric units	xx	(not validated in professional survey but retained because of statutory requirement: 229.841, F. S.)		
e. Apply mathematical skills to solve real world problems	xx	x		
f. Identify geometric forms and relationships				x

TABLE 1 -- Continued

KEY: x - Minor evaluation emphasis
 xx - Major evaluation emphasis

Essential Competencies and Subskills	Written Exam	Performance Evaluation		Deleted
		Content Area Application	Generic Application	
6/19. Demonstrate the ability to comprehend patterns of physical, social, and academic development in students and to counsel students concerning their needs in these areas	x		xx	
a. Demonstrates knowledge of basic principles of human growth and development	xx		x	
b. Obtains knowledge of students through classroom tests, teacher observations, and student records to contribute to understanding of student needs	x	x	xx	
c. Explains test data and other classroom evaluations to students in relation to their educational needs				x
d. Applies motivational techniques to encourage students to be achievement-oriented and goal-directed	x	x	xx	
e. Assists the student in relating achievements and interests to aptitude and ability		x	xx	
f. Demonstrates knowledge of alternative school and community resources for students who have special needs				x
g. Assists students in developing individual learning activities		x	xx	
h. Develops student awareness of career opportunities using school and community resources				x
7. Diagnose the entry level knowledge and/or skills of students for a given set of instructional objectives using diagnostic tests, teacher observation, and student records	xx	x	xx	

TABLE 1 -- Continued

KEY: x - Minor evaluation emphasis
 xx - Major evaluation emphasis

Essential Competencies and Subskills	Written Exam	Performance Evaluation		Deleted
		Content Area Application	Generic Application	
a. Selects the specified knowledge or skill to be diagnosed, and determines the most appropriate method for conducting the diagnosis	xx	x	x	
b. Selects or constructs a test to diagnose student learning needs	xx	x	x	
c. Uses classroom observation techniques to diagnose student learning needs	x	x	xx	
d. Uses information from student records to diagnose student learning needs	x		xx	
e. Interprets results obtained from diagnostic tests, teacher observation, and information from student records	xx	x	x	
8. Identify long-range goals for a given subject area		x	xx	
a. Identifies state and district long-range goals				x
b. Formulates subject area goals consistent with state and district goals and student needs		Addressed in 9a		
9. Construct and sequence related short-range objectives for a given subject area	xx	xx	x	
a. Identifies knowledge, skills, and attitudes to be attained for a subject area	xx	xx	x	
b. Constructs or adapts short-range objectives for identified knowledge, skills, and attitudes	xx	xx	x	
c. Sequences short-range objectives consistent with commonly accepted principles of learning	xx	xx	x	

TABLE 1 -- Continued

KEY: x - Minor evaluation emphasis
 xx - Major evaluation emphasis

Essential Competencies and Subskills	Written Exam	Performance Evaluation		Deleted
		Content Area Application	Generic Application	
10. Select, adapt, and/or develop instructional materials for a given set of instructional objectives and student learning needs	x	x	xx	
a. Determines desirable characteristics of materials based on objectives and student learning needs	xx	x	xx	
b. Locates and evaluates available instructional material	x	x	xx	
c. Selects materials to assist students in mastering an objective	x	x	xx	
d. Demonstrates techniques for modifying materials to assist students in mastering an objective	x	x	xx	
e. Determines materials to be developed based upon existing resources and student needs	x	x	xx	
f. Identifies and selects resources needed for materials development	x	x	xx	
g. Designs and constructs materials based on instructional objectives, student needs, and available resources			xx	
h. After use, evaluates the effectiveness of instructional materials in accomplishing objectives and revises accordingly	x	x	xx	
11. Select/develop and sequence related learning activities appropriate for a given set of instructional objectives and student learning needs	x	xx	x	
a. Comprehends basic principles of human growth and development			x	
b. Identifies conditions that affect learning	xx	x		

TABLE 1 -- Continued

KEY: x - Minor evaluation emphasis
 xx - Major evaluation emphasis

Essential Competencies and Subskills	Written Exam	Performance Evaluation		Deleted
		Content Area Application	Generic Application	
c. Identifies alternative activities to achieve an objective	xx	xx	x	
d. Selects an appropriate learning activity to achieve an objective	xx	xx	x	
e. Combines appropriate learning activities into an instructional sequence	xx	xx	x	
12. Establish rapport with students in the classroom by using verbal and/or visual motivational devices	x	x	xx	
a. Secures the attention of students through appropriate techniques	x		xx	
b. Relates instructional objectives and activities to interests, capabilities, and experiences of students	x	x	xx	
c. Informs students about objectives, subsequent learning tasks, and performance expectations	x	x	xx	
d. Explains choices and limitations of possible learning activities				x
e. Alters instructional strategies during learning activities based on student responses and other factors	x	x	xx	
f. Relates students' and teacher's experiences, thoughts, and feelings to learning activities		x	xx	
g. Uses reinforcement techniques to assist in student motivation	x		xx	
h. Uses media to secure interest and maintain attention	x	x	xx	

TABLE 1 -- Continued

KEY: x - Minor evaluation emphasis
 xx - Major evaluation emphasis

Essential Competencies and Subskills	Written Exam	Performance Evaluation	
		Content Area Application	Generic Application Deleted
1. Uses student products and talent to secure interest and maintain attention		x	xx
13. Present directions for carrying out an instructional activity	x	x	xx
a. Selects appropriate means for presenting directions	xx	x	xx
b. Secures attention of students for the purpose of giving directions		x	xx
c. Informs students of objectives, assessments, and performance standards		x	xx
d. Informs students of the sequence and nature of learning activities to achieve the objectives		x	xx
e. Identifies materials for a learning activity and explains their use	x	x	xx
f. Determines if students understand directions		x	xx
g. Clarifies directions by responding to student questions		x	xx
14. Construct or assemble a classroom test to measure student performance according to criteria based upon objectives	xx	x	x
a. Identifies uses of basic types of classroom tests and assessment techniques	xx	x	x
b. Identifies appropriate uses of norm-referenced and criterion-referenced testing	xx	x	x
c. Given an objective, specifies knowledge and skills to be assessed	xx	xx	x

(not validated in professional survey but retained because of statutory requirement: 229.575, F.S.)

TABLE 1 -- Continued

KEY: x - Minor evaluation emphasis
 xx - Major evaluation emphasis

Essential Competencies and Subskills	Written Exam	Performance Evaluation		
		Content Area Application	Generic Application	Deleted
d. Selects appropriate assessment techniques to evaluate mastery of an objective	xx	x		
e. Determines limitations, constraints, and requirements for administering tests	xx	x		
f. Constructs and identifies test items and tasks that evaluate mastery of an objective	xx	xx	x	
g. Identifies criteria for standards of performance	xx	xx	x	
h. Assembles test components including test items, directions, and scoring keys		x	xx	
i. Evaluates and/or revises tests on the basis of validity, reliability, and student responses	x	x	x	
15. Establish a set of classroom routines and procedures for utilization and care of materials	x	x	xx	
a. Involves students in developing classroom routines and procedures for utilization and care of materials		x	xx	
b. Determines the type and amount of materials necessary to complete classroom assignments	x	xx	x	
c. Organizes an effective system for placement and distribution of materials in the classroom	x	x	xx	
d. Organizes and arranges a center that will serve as a focus of interest for student learning (such as a bulletin board, display table, or exhibit)		x	xx	

TABLE 1 -- Continued

KEY: x - Minor evaluation emphasis
 xx - Major evaluation emphasis

Essential Competencies and Subskills	Written Exam	Performance Evaluation		Deleted
		Content Area Application	Generic Application	
e. Identifies physical elements and arrangements in the classroom that directly affect learning	xx	x	x	
f. Involves students in developing routines and procedures for physical movement in the classroom	x	x	xx	
g. Arranges classroom furniture and equipment to accomodate selected teaching strategies	x	x	xx	
h. Identifies approved procedures for movement of students in emergencies that can be anticipated	xx	x		
16. Formulate a standard for student behavior in the classroom	xx	x	xx	
a. Identifies approved safety procedures and incorporates them into a standard for student behavior in the classroom	xx	x	x	
b. Identifies and incorporates socially accepted norms (such as mutual respect, consideration of others, courtesy) into a standard for student behavior in the classroom	xx		x	
c. Identifies characteristics of the student population (such as age and maturity) that need to be considered in formulating a standard for student behavior in the classroom	xx	x	x	
d. Establishes a realistic standard of behavior that has potential for consistent application	x	x	xx	
e. Identifies and incorporates state and local policies into a standard for student behavior in the classroom	x		xx	

TABLE 1 -- Continued

KEY: x - Minor evaluation emphasis
 xx - Major evaluation emphasis

Essential Competencies and Subskills	Written Exam	Performance Evaluation		
		Content Area Application	Generic Application	Deleted
17. Identify causes of classroom misbehavior and employ technique(s) for correcting it	x	x	xx	
a. Identifies factors of the physical environment that affect student behavior	xx	x	x	
b. Identifies social and emotional characteristics of the teacher that affect student behavior	xx	x	x	
c. Identifies physical, social, and emotional characteristics of the student that affect student behavior	xx	x	x	
d. Identifies out-of-school factors that affect student behavior	xx	x	x	
e. Identifies aspects of instructional procedures and techniques which affect student behavior	xx	x	x	
f. Demonstrates effective techniques and strategies for managing student behavior	xx	x	xx	
g. Uses selected verbal and non-verbal techniques for reinforcing and modifying student behavior		x	xx	
h. Identifies and uses school and community resources for assistance in modifying student behavior		x	xx	
i. Obtains and utilizes parental assistance for modifying student behavior		x	xx	
18. Identify and/or develop a system for keeping records of class and individual student progress	xx	x	x	

TABLE 1 -- Continued

KEY: x - Minor evaluation emphasis
 xx - Major evaluation emphasis

Essential Competencies and Subskills	Written Exam	Performance Evaluation		Deleted
		Content Area Application	Generic Application	
a. Constructs a system for recording individual student knowledge and skills progress in a subject area	xx	x	x	
b. Identifies methods for reporting individual student progress in knowledge and skills in a subject area	xx	x	x	
c. Identifies methods for recording class progress in knowledge and skills in a subject area	xx	x	x	
d. Identifies methods for reporting class progress in knowledge and skills in a subject area	xx	x	x	
e. Demonstrates knowledge of the laws and policies governing the content and use of student records	xx		x	
19. See Competency 6, above				
20. Identify and/or demonstrate behaviors which reflect a feeling for the dignity and worth of other people, including those from other ethnic, cultural, linguistic, and economic groups	x		xx	
a. Creates a learning environment in which students express themselves openly and honestly		x	xx	
b. Assists students in understanding that individual differences enable each person to make unique contributions to the group effort	x	x	xx	
c. Demonstrates awareness of cultural differences in dress, beliefs, and practices	x		xx	

TABLE 1 -- Continued

KEY: x - Minor evaluation emphasis
 xx - Major evaluation emphasis

Essential Competencies and Subskills	Written Exam	Performance Evaluation		
		Content Area Application	Generic Application	Deleted
d. Establish an environment for positive communication and interaction among students from different sociocultural backgrounds	x		xx	
21. Demonstrate instructional and social skills which assist students in developing a positive self-concept	x	x	xx	
a. Exhibit behavior in the classroom that is empathetic, positive, and reinforcing		x	xx	
b. Assist students in initiating self-directed learning	x	x	xx	
c. Assist students in understanding their needs, motives, experiences, and individual value and dignity	x	x	xx	
d. Select and use curriculum materials in accordance with the abilities and mastery levels of individual students	xx	x	xx	
22. Demonstrate instructional and social skills which assist students in interacting constructively with their peers	x	x	xx	
a. Establish an environment that permits students to cooperate and share ideas and materials		x	xx	
b. Assist students in applying constructive criticism in response to each other's work				x
c. Establish a learning environment designed to assist students in exhibiting positive interpersonal traits (such as mutual respect and cooperation)		x	xx	
d. Use techniques that assist students in examining their values, attitudes, and beliefs	x	x	xx	

TABLE 1 -- Continued

KEY: X - Minor evaluation emphasis
 XX - Major evaluation emphasis

Essential Competencies and Subskills	Written Exam	Performance Evaluation		Deleted
		Content Area Application	Generic Application	
23. Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs	X	X	XX	
a. Assists students in understanding the need to explore alternative solutions to problems		X	XX	
b. Establishes teaching strategies that allow students to make choices based on clearly defined consequences	X	X	XX	

TABLE 2 - OUTLINE OF CONTENT BASE
FOR THE PROFESSIONAL EDUCATION SUBTEST

- I. Classroom Management
 - A. Principles
 - B. Setting Standards for Student Behavior
 - 1. Basis for Setting Standards and Understanding Causes of Misbehavior
 - 2. Desired Characteristics of Standards
 - 3. Legal Considerations
 - C. Physical Factors Involved
 - D. Safety and Emergency Procedures
 - E. Involving Students
- II. Development of Students
 - A. Phenomena and Theories
 - 1. Scientific Method
 - 2. Developmental Phenomena
 - 3. Behavioral Phenomena
 - 4. Physical Development
 - 5. Biological Phenomena
 - 6. Cognitive Development
 - 7. Moral Development
 - 8. Personality and Emotional Phenomena
 - 9. Social Development Phenomena
 - 10. Development of Values, Attitudes, and Beliefs
 - 11. Development of Self Concept
 - 12. Interpersonal, Interactional Skills
 - B. Students with Special Needs
 - 1. Characteristics to be Considered
 - 2. Types of Differences
- III. Evaluating, Recording, and Reporting Student Progress
 - A. Evaluation Procedures
 - 1. Types of Classroom Assessment Techniques
 - a. Classification
 - b. Variables assessed by measures other than written tests
 - 2. Guidelines for Preparing Assessment Instruments
 - a. Non-test Measures
 - (1) Observational Checklists
 - (2) Rating Scales
 - (3) Anecdotal Records
 - b. Tests
 - (1) Classification by Purpose
 - (2) Selection of Item Types
 - (3) Guidelines for Constructing Tests
 - 3. Uses of Assessment Data
 - a. Data Interpretation Concepts
 - b. Formative uses
 - c. Summative uses

TABLE 2--Continued

- 4. Diagnosis
 - a. Procedures
 - b. Characteristics of Diagnostic Tests
- 5. Inhibitors of Performance on Assessment Devices
- B. Recording Procedures, Principles
 - 1. Individual Students
 - 2. Classes
- C. Reporting Procedures
 - 1. Individual Students
 - 2. Class Reports
 - 3. Guidelines in Reporting Test Data for Classes
- D. Student Records
 - 1. Information in Student Records
 - 2. Issues Related to Student Records
 - 3. Access to Records
- IV. Instructional Materials
 - A. Sources of Instructional Materials
 - B. Desired Characteristics of Materials
 - C. Selection of Materials
 - 1. Considerations
 - 2. Criteria
 - D. Modification of Materials
- V. Instructional Objectives
 - A. Purpose for Writing or Selecting Objectives
 - B. Guidelines for Constructing or Adapting Objectives
 - C. Sequencing Objectives
- VI. Learning and Teaching
 - A. Conditions that Affect Learning
 - B. Terms and Concepts
 - C. Classroom Strategies
 - 1. Securing Attention
 - 2. Presenting Directions
 - 3. Establishing Rapport
 - 4. Alternative Strategies
 - 5. Use of Media
 - 6. Involvement of Students
 - 7. Arrangement of the Classroom to Facilitate Teaching and Learning
 - a. Principles
 - b. Considerations for Material Storage
 - c. Activities
 - 8. Providing for Special Needs
 - a. Use of Different Materials (see also IV D)
 - b. Use of Different Procedures
 - 9. Student-Teacher Relationships

TABLE 3 - CONTENT BASE/COMPETENCY MATRIX

Competencies/Subskills	I Classroom Management	II Development of Students	III Eval. Recording, and Reporting Stud. Prog.	IV Instructional Materials	V Instructional Objectives	VI Learning and Teaching
6. Demonstrate the ability to comprehend patterns of physical, social, and academic development in students and to counsel students concerning their needs in these areas	6d	6b,6d	6b			6b,6d
7. Diagnose the entry level knowledge and/or skills of students for a given set of instructional objectives using diagnostic tests, teacher observation, and student records		7a	7a,7b,7c 7d,7e			
9. Construct and sequence related short-range objectives for a given subject area			9a		9a,9b,9c	9c
10. Select, adapt, and/or develop instructional materials for a given set of instructional objectives and student learning needs		10a,10c 10d,10e	10h	10a,10b,10c,10d 10f,10g,10h		10b,10c
11. Select/develop and sequence related learning activities appropriate for a given set of instructional objectives and student learning needs		11c			11d,11e	11b,11c,11d,11e
12. Establish rapport with students in the classroom by using verbal and/or visual motivational devices	12a,12g	12b,12g	12c,12e		12b,12c	12a,12b,12c 12e,12g,12h
13. Present directions for carrying out an instructional activity				13e		13a,13e
14. Construct or assemble a classroom test to measure student performance according to criteria based upon objectives			14a,14b,14c 14d,14e,14f 14g,14i		14c,14f	
15. Establish a set of classroom routines and procedures for utilization and care of materials	15c,15e,15f 15g,15h			15b,15c		15e,15g
16. Formulate a standard for student behavior in the classroom	16a,16b,16c 16d,16e	16b,16c,16d 16d				
17. Identify causes of classroom misbehavior and employ techniques(s) for correcting it	17a,17b,17f	17a,17b 17c,17d				17e
18. Identify and/or develop a system for keeping records of class and individual student progress			18a,18b 18c,18d,18e			
20. Identify and/or demonstrate behavior which reflects a feeling for the dignity and worth of other people, including those from other ethnic, cultural, linguistic, and economic groups	20d	20b,20c 20d				
21. Demonstrate instructional and social skills which assist students in developing a positive self-concept		21c,21d		21d		21b,21d
22. Demonstrate instructional and social skills which assist students in interacting constructively with their peers	22d	22d				22d
23. Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs	23b	23b				23b

TABLE 4 - BLUEPRINT FOR THE PROFESSIONAL EDUCATION SUBTEST BY CONTENT BASE CATEGORY

Competencies	I Classroom Management	II Development of Students	III Eval. Recording, and Reporting Stud. Prog.	IV Instructional Materials	V Instructional Objectives	VI Learning and Teaching	Totals
6. Demonstrate the ability to comprehend patterns of physical, social, and academic development in students and to counsel students concerning their needs in these areas	1	10	1			3	15
7. Diagnose the entry level knowledge and/or skills of students for a given set of instructional objectives using diagnostic tests, teacher observation, and student records			6				6
9. Construct and sequence related short-range objectives for a given subject area					5		5
10. Select, adapt, and/or develop instructional materials for a given set of instructional objectives and student learning needs				9			9
11. Select/develop and sequence related learning activities appropriate for a given set of instructional objectives and student learning needs		7				3	10
12. Establish rapport with students in the classroom by using verbal and/or visual motivational devices						6	6
13. Present directions for carrying out an instructional activity						2	2
14. Construct or assemble a classroom test to measure student performance according to criteria based upon objectives			7		1		8
15. Establish a set of classroom routines and procedures for utilization and care of materials	7			1			8
16. Formulate a standard for students behavior in the classroom	6	1					7
17. Identify causes of classroom misbehavior and employ techniques(s) for correcting it	7	1				1	9
18. Identify and/or develop a system for keeping records of class and individual student progress			5				5
20. Identify and/or demonstrate behavior which reflects a feeling for the dignity and worth of other people, including those from other ethnic, cultural, linguistic, and economic groups		3					3
21. Demonstrate instructional and social skills which assist students in developing a positive self-concept						5	5
22. Demonstrate instructional and social skills which assist students in interacting constructively with their peers						1	1
23. Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs						1	1
TOTALS	21	22	19	10	6	22	100

ITEM SPECIFICATIONS
FOR THE PROFESSIONAL EDUCATION SUBTEST

Competency	<u>5</u>
Subskill	<u>a</u>
Item No.	
(If more than one item for subskill)	<u>1</u>

ITEM SPECIFICATION

Statement

Competency: Demonstrate the ability to comprehend patterns of physical, social, and academic development in students and to counsel students concerning their needs in these areas

Subskill: Demonstrate knowledge of basic principles of human growth and development

GENERAL DESCRIPTION/RATIONALE

Given a description of student behavior that signifies abnormal physical growth and development or emotional maladjustment, the examinee will select the most appropriate course of action related to the situation.

Teacher candidates should be sensitive to abnormalities in physical and emotional development which call for further expert opinion and diagnosis. Secondly, they should be familiar with the principle that physical abnormalities requiring observation by a physician take precedence over mental or emotional abnormalities.

STIMULUS ATTRIBUTES

1. The scenario should be no longer than seventy-five words.
2. The content of the scenario should be sufficient to clearly indicate abnormal growth and development or emotional maladjustment of a student.
3. The scenario should include both physical and emotional abnormalities.
4. Physical and behavioral abnormalities should be clear departures from normal patterns of growth and development, given the age and sex of the child.
5. Data may include age, sex, weight, height, classroom performance, extra-curricular activities, IQ, recurrent behavior patterns, length of condition, marital status of parents, and nominal medical history.

RESPONSE ATTRIBUTES

1. The correct response suggests that the teacher encourage the parents to consult a physician.
2. One foil tells parents to treat the emotional problem first.
3. Another foil suggests that the teacher do nothing since this behavior is typical for this age group.
4. One response suggests that the teacher try to correct the problem without gathering additional information.

Specification Supplement:
II A and B

Competency	<u>6</u>
Subskill	<u>a</u>
Item No.	
(If more than one item for subskill)	<u>2</u>

ITEM SPECIFICATION

Statement

Competency: Demonstrate the ability to comprehend patterns of physical, social, and academic development in students and to counsel students concerning their needs in these areas

Subskill: Demonstrate knowledge of basic principles of human growth and development

GENERAL DESCRIPTION/RATIONALE

Given a school setting or situation calling for the application of principle(s) of physical, social, emotional, moral, and intellectual development, the examinee will identify the statement which demonstrates an understanding of that principle.

Teacher candidates should be able to demonstrate mastery of important principles and concepts of human development that affect learning. Concepts may be related to physical, social, intellectual and emotional growth.

STIMULUS ATTRIBUTES

1. A school setting is provided in which the examinee is asked to identify or recognize a developmental phenomenon.
2. The phenomenon may illustrate a concept or principle related to intellectual, social, emotional, physical, and/or moral development.
3. A prominent theorist such as Piaget, Kohlberg, or Erikson may be cited.
4. See Content Base, Section II A, for a list of suggested principles, content areas, and references.

RESPONSE ATTRIBUTES

1. The correct response is the appropriate application or explanation of the event, using the suggested principle or concept.
2. The three incorrect foils are incorrect applications of the principle or simply false statements that seem plausible.

Specification Supplement:
II A

Competency	<u>6</u>
Subskill	<u>a</u>
Item No.	
(If more than one item for subskill)	<u>3</u>

ITEM SPECIFICATION

Statement

- Competency: Demonstrate the ability to comprehend patterns of physical, social, and academic development in students and to counsel students concerning their needs in these areas
- Subskill: Demonstrate knowledge of basic principles of human growth and development

GENERAL DESCRIPTION/RATIONALE

Given a school setting and a description of a child or children in a particular stage of social, moral, or physical development, the examinee will select the best course of action (i.e., the response or decision) for the situation described.

Teacher candidates should be able to use principles of human growth and development to respond to students in ways that will help the students develop and mature. Teachers should also be able to recognize when students require special assistance in order to cope more effectively with the demands of learning situations.

STIMULUS ATTRIBUTES

1. The situation should be a real-life one that describes behavior typical of a stage of development of a prominent developmental theory (Freud's, Erikson's, Kohlberg's, etc.).
2. The context of the scenario should be a classroom situation.
3. The scenario calls for a teacher to respond to a problem situation.

RESPONSE ATTRIBUTES

1. The correct response is consistent with the student's level of development.
2. One incorrect foil is a statement describing behavior below the student's level of development.
3. One incorrect foil is a statement describing behavior above the level of the child's development.
4. One incorrect foil may be one that suggests maintaining order or denying the existence of a problem. It shows no attempt to relate to the child's question, statement, or, in general, the problem situation.

Specification Supplement:
II A

Competency	<u>6</u>
Subskill	<u>b</u>
Item No.	
(If more than one item for subskill)	<u>1</u>

ITEM SPECIFICATION

Statement

- Competency: Demonstrate the ability to comprehend patterns of physical, social, and academic development in students and to counsel students concerning their needs in these areas
- Subskill: Obtain knowledge of students through classroom tests, teacher observation, and student records to contribute to an understanding of student needs

GENERAL DESCRIPTION/RATIONALE

Given a test result, the examinee will select the message that best interprets this result to a child.

Teacher candidates should be able to communicate the results of tests to others in ways that are within the confidence limits of the measure and that are accurate, forthright, and honest.

STIMULUS ATTRIBUTES

1. Test results that can be explained in two or three sentences will be provided.
2. A measure of central tendency, an indicator of dispersion, and an indicator of error will be provided.
3. The age and grade of the student will be provided.
4. Directions: Identify the most appropriate response to explain the test result to the student.

RESPONSE ATTRIBUTES

1. The correct response is a statement that is written within the confidence limits of the instrument and the data given. It possesses the qualities of accuracy and succinctness.
2. One foil incorrectly explains the results in terms that are beyond the limits of the error of the test.
3. One incorrect foil goes beyond the limits of the error of the test and suggests a course of action based on the incorrect interpretation.
4. One foil is an incorrect interpretation of the test result and advises the student to ignore the result.
5. One foil that is too technical for the student or parent to understand may be substituted for any of the above foils.

Competency	<u>6</u>
Subskill	<u>b</u>
Item No.	
(If more than one item for subskill)	<u>2</u>

ITEM SPECIFICATION

Statement

- Competency: Demonstrate the ability to comprehend patterns of physical, social, and academic development in students and to counsel students concerning their needs in these areas
- Subskill : Obtain knowledge of students through classroom tests, teacher observation, and student records to contribute to a better understanding of student needs

GENERAL DESCRIPTION/RATIONALE

Given a scenario containing common test and observational data describing a significant problem situation which requires a major educational decision, the examinee will select the best course of action based on the information provided.

Teachers are sometimes faced with, or are involved in, situations calling for retaining, promoting, suspending, or expelling students. Often, more information about a student is required before such decisions can be made. Teacher candidates should be able to recognize the limitations of typical test and observational data, and as a result, seek additional information from specialists before making a final decision.

STIMULUS ATTRIBUTES

1. Scenario may be 100 words in length.
2. The situation may call for a decision related to putting a student on probation or retaining, promoting, suspending, expelling or warning the student.
3. The situation may be a classroom performance problem or a disciplinary problem.
4. Both teacher observations and standardized test data are included.
5. The decision to be made is stated.
6. Directions: Identify the best course of action based on the data provided.
7. The age, grade, and sex data are provided.

RESPONSE ATTRIBUTES

1. The correct response interprets the information correctly and describes a course of action appropriate for the situation.
2. All incorrect foils interpret the data correctly but make premature recommendations without the acquisition of additional evidence to document.
3. Incorrect foils primarily address symptoms of the problem.

Specification Supplement:
III A; VI

Competency	<u>6</u>
Subskill	<u>b</u>
Item No.	
(If more than one item for subskill)	<u>3</u>

ITEM SPECIFICATION

Statement

- Competency: Demonstrate the ability to comprehend patterns of physical, social, and academic development in students and to counsel students concerning their needs in these areas
- Subskill: Obtain knowledge of students through classroom tests, teacher observations, and student records to contribute to an understanding of student needs

GENERAL DESCRIPTION/RATIONALE

Given a scenario with test and observational data for a student in a conflict situation, the examinee will identify the most pressing need of the student.

Teacher candidates should possess some basic interpretive skills in identifying, from test and observational data, the needs that underlie poor classroom performance. However, teachers should not be expected to possess the diagnostic skills of psychologists or psychiatrists, though they should be able to recognize when emotional conflicts may underlie substandard performance.

STIMULUS ATTRIBUTES

1. The scenario may require up to 100 words to fully describe the situation.
2. The subject in the scenario should be performing below expectations which are based on prior school performance and test data.
3. The subject is experiencing conflict between his/her own wishes and those of significant others.

RESPONSE ATTRIBUTES

1. The correct option clearly identifies the most pressing need based on the information provided in the scenario.
2. One incorrect foil identifies an inappropriate need that is not substantiated by the data.
3. One incorrect foil is a need based on surface phenomena and unrelated to the source of the conflict.
4. One foil is an inappropriate course of action to help the student cope with his/her conflict. There is a misunderstanding of the concept of need.

Specification Supplement:
II A, B; III A, D

Competency	6
Subskill	5
Item No.	
(If more than one item for subskill)	4

ITEM SPECIFICATION

Statement

- Competency:** Demonstrate the ability to comprehend patterns of physical, social, and academic development in students and to counsel students concerning their needs in these areas
- Subskill:** Obtain knowledge of students through classroom tests, teacher observations, and student records to contribute to an understanding of student needs

GENERAL DESCRIPTION/RATIONALE

Given a description of norm-referenced test and observational information, the examinee will choose the alternative which best addresses the instructional needs of high, average, or low performers.

Students learn at varying rates. It is important for teacher candidates to be able to use test and observational information to determine individual learning rates relative to a group. Candidates should also be able to make appropriate curricular decisions based on normative information.

STIMULUS ATTRIBUTES

1. The scenario should be no longer than seventy-five words.
2. The scenario should include a measure of central tendency and data describing the dispersion of test scores.
3. The grade level of a class or group is included in the scenario.
4. If any assignment is given, it should be consistent with the grade level.
5. The situation described in the scenario includes a group of students either above or below the norm.

RESPONSE ATTRIBUTES

1. The correct response is the most appropriate response, given the data provided.
2. One incorrect foil underinterprets the data (i.e., does not recognize the severity of the situation).
3. One foil overinterprets the data (i.e., perceives the situation as being too severe).
4. One foil avoids or does not even recognize the existence of a problem.

Specification Supplement:
II A; III A

Competency	<u>6</u>
Subskill	<u>b</u>
Item No.	
(If more than one item for subskill)	<u>5</u>

ITEM SPECIFICATION

Statement

- Competency: Demonstrate the ability to comprehend patterns of physical, social, and academic development in students and to counsel students concerning their needs in these areas
- Subskill: Obtain knowledge of students through classroom tests, teacher observations, and student records to contribute to an understanding of student needs

GENERAL DESCRIPTION/RATIONALE

Given a description of criterion-referenced test information, the examinee will identify the best alternative to meet the instructional needs of slower and faster performers.

Coping with mastery learning situations often presents instructional problems that are different from those typically found in traditional learning situations. Since Florida is adopting the use of systematic competency testing, teacher candidates should be familiar with instructional problems that are typically encountered in mastery learning practices. One typical problem occurs when some students finish an assignment while others lag far behind.

STIMULUS ATTRIBUTES

1. The scenario may require as many as 100 words to incorporate necessary information.
2. Minimum standards for mastery are stated.
3. A situation is cast in which a number of students have completed an assignment while others lag behind.
4. The classroom situation is a conventional one that does not allow for rapid acceleration.

RESPONSE ATTRIBUTES

1. The correct response presents choices for individual enrichment options to students who finish ahead of others.
2. One incorrect foil sets up an option in which slower students experience failure, thus defeating the purpose of mastery learning.
3. One incorrect foil uses a gimmick to attempt to coax slower students to either work harder or incur embarrassment.
4. One incorrect foil compromises standards in the interest of expediency.

Specification Supplement:
II A; III A

Competency	<u>6</u>
Subskill	<u>b</u>
Item No.	
(If more than one item for subskill)	<u>6</u>

ITEM SPECIFICATION

Statement

- Competency: Demonstrate the ability to comprehend patterns of physical, social, and academic development in students and to counsel students concerning their needs in these areas
- Subskill: Obtain knowledge of students through classroom tests, teacher observations, and student records to contribute to an understanding of student needs

GENERAL DESCRIPTION/RATIONALE

Given a need for student information, the examinee will select the most appropriate record and/or observation technique to acquire that information.

Common observational techniques and information from student records can help a teacher understand the learning needs of students and establish reasonable performance expectations. Therefore, teacher candidates should know the kinds and uses of information commonly found in student files. Furthermore, candidates should be familiar with the uses and limitations of such information. Finally, they should be able to use classroom observational techniques such as autobiography, anecdotal records, diaries, and critical incidents, which assist a teacher in identifying the learning needs of students.

STIMULUS ATTRIBUTES

1. A need for information which relates to the teaching-learning process is described.
2. Two or three sentences are used to describe the need.
3. The need is presented through behavior or performance which signifies an anomaly.
4. The information requirement is given, e.g., to determine typical classroom performance.
5. The age, grade, and sex of the child are given.

RESPONSE ATTRIBUTES

1. The correct response is the most reliable and accurate source of information.
2. One or two incorrect foils can provide required information, but they are not as reliable as the correct foil.
3. One incorrect foil is an inappropriate source of information.
4. Personal files of the teacher, or of physicians, social workers, or guidance counselors are not an option.
5. Sources of information should be limited to contents normally found in student records or to typical observational techniques.

Specification Supplement:
III A.2a; III D

Competency	<u>6</u>
Subskill	<u>b</u>
Item No.	
(If more than one item for subskill)	<u>7</u>

ITEM SPECIFICATION

Statement

- Competency: Demonstrate the ability to comprehend patterns of physical, social, and academic development in students and to counsel students concerning their needs in these areas
- Subskill: Obtain knowledge of students through classroom tests, teacher observations, and student records to contribute to an understanding of student needs

GENERAL DESCRIPTION/RATIONALE

Given a scenario describing a change in a student's behavior, the examinee will select the response that deals with the behavior as an emotional and/or physical adjustment to significant changes in the student's total social and/or physical environment.

Teacher candidates should be sensitive to behavior which indicates that students are undergoing adjustments to significant changes in their lives. Often, teachers become the object of frustration and anxiety through psychological processes such as displacement and projection. Teachers should be able to recognize such phenomena and avoid reacting defensively or taking student criticism personally.

STIMULUS ATTRIBUTES

1. Scenario may be seventy-five words in length.
2. The age and sex of the child are given.
3. A real-life situation which demands adjustment is described.
4. Behavior is described which suggests the displacement or projection of frustration or anxiety onto the teacher.

RESPONSE ATTRIBUTES

1. The correct response provides an action in which the teacher recognizes that the student's behavior is the result of frustration and anxiety.
2. One incorrect foil merely states a surface observation.
3. One incorrect foil attributes the behavior to difficulty with subject matter.
4. One incorrect foil makes an incorrect interpretation or generalization from the information provided in the scenario.

Specification Supplement:
II A; III A; III D

Competency	<u>6</u>
Subskill	<u>d</u>
Item No.	
(If more than one item for subskill)	<u>1</u>

ITEM SPECIFICATION

Statement

- Competency: Demonstrate the ability to comprehend patterns of physical, social, and academic development in students and to counsel students concerning their needs in these areas
- Subskill: Apply motivational techniques to encourage students to be achievement-oriented and goal-directed

GENERAL DESCRIPTION/RATIONALE

Given a scenario describing the life circumstances of an underachieving student, the examinee will select the most appropriate motivational technique given the information provided.

Teacher candidates should be able to apply motivational techniques appropriately to help students achieve at a level commensurate with their abilities. This capability calls for teachers to be familiar with behavioral theories and paradigms, especially those dealing with classical and instrumental conditioning. Teacher candidates should also be familiar with major motivational and need theories.

STIMULUS ATTRIBUTES

1. The scenario may be 100 words in length.
2. Age, grade, and sex data are provided.
3. The environmental context is provided.
4. An indication of primary interests and motivators is given.
5. Classroom performance is described, and the student's ability is indicated.
6. There is a discrepancy between classroom performance and academic aptitude or ability which calls for the application of motivational techniques.

RESPONSE ATTRIBUTES

1. The correct response is the description of the most appropriate motivator in the situation described.
2. One foil is incorrect due to the lack of consistent environmental reinforcers.
3. One foil is incorrect because it is inconsistent with the information provided in the scenario.
4. One foil is incorrect because it suggests punishment only.

Specification Supplement:
II

Competency	<u>6</u>
Subskill	<u>d</u>
Item No.	
(If more than one item for subskill)	<u>2</u>

ITEM SPECIFICATION

Statement

Competency: Demonstrate the ability to comprehend patterns of physical, social, and academic development in students and to counsel students concerning their needs in these areas

Subskill: Apply motivational techniques to encourage students to be achievement-oriented and goal-directed

GENERAL DESCRIPTION/RATIONALE

Given a scenario describing an inappropriate application or an omission of an important motivational technique in an individualized unit of instruction, the examinee will recognize the problem as one of a lack of proper procedures to enhance motivation and will identify a better procedure.

Teacher candidates should be able to recognize an instructional problem when it relates to the inappropriate use or omission of a proper motivational principle to enhance learning.

STIMULUS ATTRIBUTES

RESPONSE ATTRIBUTES

1. The scenario may be 100 words in length.
2. A situation is described in which a motivational principle is omitted or misapplied.
3. The scenario is one which concerns an individualized instructional unit.
4. The age and grade of the subject or of the class is provided.

1. The correct response uses a principle of motivation correctly.
2. Two foils misinterpret the problem as not being a motivational one.
3. One foil applies an incorrect motivational technique.

Specification Supplement:
II

Competency	<u>6</u>
Subskill	<u>d</u>
Item No.	
(If more than one item for subskill)	<u>3</u>

ITEM SPECIFICATION

Statement

- Competency: Demonstrate the ability to comprehend patterns of physical, social, and academic development in students and to counsel students concerning their needs in these areas
- Subskill: Apply motivational techniques to encourage students to be achievement-oriented and goal-directed

GENERAL DESCRIPTION/RATIONALE

Given a scenario describing the "off-task" or disruptive behavior of a student, the examinee will select the most appropriate motivational technique to induce more productive behavior.

Teacher candidates should be able to use motivational techniques to help "off-task" or disruptive students become more involved in the group work, since by doing so, the students are more apt to achieve the rewards of productive accomplishment, as well as become less disturbing to others who are trying to learn.

STIMULUS ATTRIBUTES

1. The scenario may be as long as 100 words in length.
2. Age, grade, and sex data are provided.
3. A situation is described in which a student is "off-task" and is disturbing others.
4. The student is assumed to be a normal child.
5. The teacher makes verbal reprimands that are ineffective (or some other "first line" measures to curb unproductive behavior).

RESPONSE ATTRIBUTES

1. The correct response is one in which the teacher uses a mild punishment (e.g., time out), sets limits, and sets up contingencies for rewarding good behavior and punishing inappropriate behavior.
2. One incorrect foil provides punishment only from outside the class.
3. One incorrect foil provides immediate punishment only.
4. One foil provides immediate and future punishment but provides no contingencies for rewarding good behavior.

Specification Supplement:
I; II; VI

Competency	<u>6</u>
Subskill	<u>d</u>
Item No.	
(If more than one item for subskill)	<u>4</u>

ITEM SPECIFICATION

Statement

- Competency: Demonstrate the ability to comprehend patterns of physical, social, and academic development in students and to counsel students concerning their needs in these areas
- Subskill: Apply motivational techniques to encourage students to be achievement-oriented and goal-directed

GENERAL DESCRIPTION/RATIONALE

Given a classroom situation calling for the application of a motivational principle or technique, the examinee will select the most appropriate technique to enhance the attainment of a learning goal.

The effectiveness of a motivational technique is a function of the goal a teacher wishes to accomplish. Learning goals may relate to such process criteria as on-task behavior, sustained self-directed learning, and cooperation among students, or to such outcome criteria such as recognition, recall, or the application of knowledge of skills. Teacher candidates should be able to select and apply a variety of motivational techniques to accomplish the learning goals they have established.

STIMULUS ATTRIBUTES

1. The instructional goal is provided (e.g., on-task behavior, self-directed learning, long-term recall, generalization, and application of skills).
2. See Specification Supplement, Sections I, II, and VI, for a list of suggested principles of learning germane to the teaching/learning process.

RESPONSE ATTRIBUTES

1. The correct response uses the appropriate principle of learning or motivation.
2. Three incorrect options are plausible actions or responses that will not produce the desired affect.

Specification Supplement:
I; II; VI

Competency	<u>6</u>
Subskill	<u>d</u>
Item No.	
(If more than one item for subskill)	<u>5</u>

ITEM SPECIFICATION

Statement

- Competency: Demonstrate the ability to comprehend patterns of physical, social, and academic development in students and to counsel students concerning their needs in these areas
- Subskill: Apply motivational techniques to encourage students to be achievement-oriented and goal-directed

GENERAL DESCRIPTION/RATIONALE

Given an attempt by a teacher to implement a teaching strategy based on principles of motivation, the examinee will identify the most probable consequences of the strategy.

Given certain learning situations, teacher candidates should be able to predict the most probable effect of various motivational techniques.

STIMULUS ATTRIBUTES

1. A scenario of not more than seventy-five words describes an instructional strategy in which a principle of motivation or learning is applied to accomplish an instructional objective.
2. Application of basic laws of classical and instrumental conditioning are appropriate.
3. See Specification Supplement, Sections II and VI, for a list of suggested principles.

RESPONSE ATTRIBUTES

1. The correct response is the most probable outcome according to principles of motivation and learning validated by research.
2. Incorrect foils are plausible effects but much less probable than the correct one.

Specification Supplement:
I; II; VI

Competency	<u>7</u>
Subskill	<u>a</u>
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

Competency: Diagnose the entry level knowledge and/or skills of students for a given set of instructional objectives using diagnostic tests, teacher observation , and student records

Subskill: Select the specific knowledge or skill to be diagnosed and determine the most appropriate method for conducting the diagnosis

GENERAL DESCRIPTION/RATIONALE

Given a situation in which a teacher is to diagnose the entry level knowledge and skills of a group beginning the study of new material, the examinee will recognize appropriate steps in the procedure.

STIMULUS ATTRIBUTES

1. The stimulus passage will describe a situation or will identify the task of assessing entry level skills for a group beginning the study of new material.
2. The problem presented in the stem of the item will be to identify a step in the procedure of assessing the entry level knowledge and skills of students. (See Specification Supplement.)

RESPONSE ATTRIBUTES

1. The correct response will be one of the steps presented in the Specification Supplement.
2. The incorrect alternatives will be procedures which a teacher might erroneously follow.

Specification Supplement:
III A

Competency	<u>7</u>
Subskill	<u>b</u>
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

Competency: Diagnose the entry level knowledge and/or skills of students for a given set of instructional objectives using diagnostic tests, teacher observation, and student records

Subskill: Select or construct a test to diagnose student learning needs

GENERAL DESCRIPTION/RATIONALE

Given characteristics of tests of different types, the examinee will recognize those which are characteristic of diagnostic tests.

STIMULUS ATTRIBUTES

The stimulus will ask the examinee to identify characteristics of diagnostic tests.

RESPONSE ATTRIBUTES

1. The correct response may be one of the characteristics listed in the Specification Supplement (III A.3c, 4b).
2. The incorrect alternatives will describe other types of tests.

Specification Supplement:
III A

Competency	<u>7</u>
Subskill	<u>c</u>
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

Competency: Diagnose the entry level knowledge and/or skills of students for a given set of instructional objectives using diagnostic tests, teacher observation, and student records

Subskill: Use classroom observation techniques to diagnose learning needs

GENERAL DESCRIPTION/RATIONALE

Given a situation in which teacher observation is the most appropriate assessment technique, the examinee will be asked to identify the appropriate technique, or may be asked directly to identify either (a) learner characteristics for which the most appropriate diagnostic means is teacher observation, or (b) sources of invalidity or unreliability in the use of teacher observation and/or techniques of recording which will yield interpretable data.

STIMULUS ATTRIBUTES

1. The stimulus will present a situation and ask for the most appropriate assessment technique, or present the assessment technique of classroom observation and ask for learner characteristics which can appropriately be measured by the technique.
2. The examinee may be asked to identify sources of invalidity or unreliability in the use of teacher observation, or to identify proper techniques of recording to assure validity and reliability of the observational data.

RESPONSE ATTRIBUTES

1. The correct response will be a statement of the appropriate technique for a situation, of learner characteristics or behavior calling for teacher observation as an assessment technique, of sources of invalidity or unreliability, or of correct methods of recording data, as called for in the item. See Specification Supplement (III A.1b, A.2b).
2. The distractors will name inappropriate techniques for the given situation, inappropriate learner characteristics for assessment by teacher observation, or errors in observation and recording of data which will lead to invalidity or unreliability in the use of the data.

Specification Supplement
III A.1b; A.2b

Competency	7
Subskill	d
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

Competency: Diagnose the entry level knowledge and/or skills of students for a given set of instructional objectives using diagnostic tests, teacher observation, and student records

Subskill: Use information from student records to diagnose student learning needs

GENERAL DESCRIPTION/RATIONALE

Given a situation in which a teacher has a beginning awareness of a student's learning problem or need, the examinee (a) will identify student cumulative records as a source of information which the teacher may consult to aid in diagnosing the student's learning needs, or (b) will identify kind(s) of information from student records which will be useful in assessing the learning problem or need, or (c) will use information contained in the student's record to diagnose the student's learning problem.

STIMULUS ATTRIBUTES

1. The stimulus passage will (a) cite a situation in which a teacher needs objective information to help in diagnosing a student's learning needs, or (b) directly ask the examinee to identify the source of information which will produce objective data to aid in diagnosis of a student's learning problem or needs, or (c) will require the examinee to use information from the student's records to draw inferences concerning the student's learning needs.
2. The situation or question may relate to any one of the kinds of information to be found in student cumulative records.

RESPONSE ATTRIBUTES

1. The correct response will identify cumulative records as the needed source of objective information available to a teacher.
2. The distractors will cite other sources, types, or interpretations of information which yield less reliable or less complete information for the situation given.

Specification Supplement:
III D

Competency	<u>7</u>
Subskill	<u>e</u>
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

Competency: Diagnose the entry level knowledge and/or skills of students for a given set of instructional objectives using diagnostic tests, teacher observation, and student records

Subskill: Interpret results obtained from diagnostic tests, teacher observation, and information from student records

GENERAL DESCRIPTION/RATIONALE

Given selected information in the form of some or all of the following--test scores, anecdotal information, other student record information, current teacher concerns and/or observations--and an issue to resolve, the examinee will be asked to identify the most appropriate interpretation of the data.

STIMULUS ATTRIBUTES

1. The information provided may include any of the following:
 - a) Test scores
 - (1) Primarily diagnostic, such as achievement, mental ability, interest, vision, motor, speed, etc.
 - (2) Results may be in any of the commonly used categories, such as stanines, percentiles, etc.
 - b) Anecdotal
 - c) Physical; health; demographic
 - d) Grades; attendance
 - e) Present teacher perceptions and/or concerns
2. The stimulus will ask the examinee to select the alternative which will best interpret the meaning of the data given.

RESPONSE ATTRIBUTES

1. The correct response will be the alternative which gives the best interpretation of the data in the stimulus passage.
2. The incorrect alternatives will be less accurate interpretations of the data.

Specification Supplement:
II; III

Competency	<u>9</u>
Subskill	<u>a</u>
Item No.	
(If more than one item for subskill)	<u>1</u>

ITEM SPECIFICATION

Statement

- Competency: Construct and sequence related short-range objectives for a given subject area
- Subskill: Identify knowledge, skills, and attitudes to be attained for a subject area
- Sub-subskill: Recognize relationship of objectives to teaching and evaluation processes

GENERAL DESCRIPTION/RATIONALE

Given a statement relating objectives to teaching and student evaluation, the examinee will recognize those objectives that are generally accepted as facilitative of learning or assessment.

STIMULUS ATTRIBUTES

The stimulus passage will ask questions about the use of objectives in teaching and evaluation.

RESPONSE ATTRIBUTES

1. The correct response will be a statement that answers the question in the item stem.
2. Distractors will present erroneous conceptions of the purpose of the objectives.

Specification Supplement:
III; V

Competency	<u>9</u>
Subskill	<u>a</u>
Item No.	
(If more than one item for subskill)	<u>2</u>

ITEM SPECIFICATION

Statement

- Competency: Construct and sequence related short-range objectives for a given subject area
- Subskill: Identify knowledge, skills, and attitudes to be attained for a subject area
- Sub-Subskill: For an area of a subject, identify the particular knowledge, skills, and attitudes to be attained

GENERAL DESCRIPTION/RATIONALE

Asked to identify an important step in planning for instruction in a particular area or unit of instruction for a subject, the examinee will choose from four alternative processes, one of which will be to identify the particular knowledge, skills, and attitudes to be attained.

STIMULUS ATTRIBUTES

1. The stimulus will ask for the first step to be taken in planning for instruction in a particular area or unit of a subject.
2. The stimulus may be a direct question, the lead part of a sentence, or a situation plus the question or lead.

RESPONSE ATTRIBUTES

1. The correct response will state the process of determining the particular knowledge, skills, and attitudes to be attained.
2. The alternatives will be comprised of four steps or processes in planning instruction.

Specification Supplement:

V

Competency	<u>9</u>
Subskill	<u>b</u>
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

Competency: Construct and sequence related short-range objectives for a given subject area

Subskill: Construct or adapt short-range objectives for identified knowledge, skills, and attitudes

GENERAL DESCRIPTION/RATIONALE

Given a statement of instructional intent in a classroom situation, the examinee will be able to recognize an appropriate student objective or method for the identified knowledge, skill, or attitude for a given subject area.

STIMULUS ATTRIBUTES

The item stem will contain a classroom situation or instructional intent, e.g., show a film, read a story, conduct a discussion.

RESPONSE ATTRIBUTES

1. The correct response will depict behavioral objectives appropriate to the situation or intent.
2. Incorrect responses will contain vague goals, unrelated objectives, inappropriate activities, or teacher activities.

Specification Supplement:

V

Competency	<u>9</u>
Subskill	<u>c</u>
Item No.	
(If more than one item for subskill)	<u> </u>

ITEM SPECIFICATION

Statement

Competency: Construct and sequence related short-range objectives for a given subject area

Subskill: Sequence short-range objectives consistent with commonly accepted principles of learning

GENERAL DESCRIPTION/RATIONALE

Given the task of sequencing objectives for a given subject area, the examinee will be able to organize the objectives through the use of commonly accepted principles of learning.

STIMULUS ATTRIBUTES

1. The stimulus will present a diagram of a learning structure or a set of related objectives for a task. The examinee will be asked to apply rules of sequencing to the task.
2. The stimulus may ask the student to identify a guiding principle in the sequencing of objectives.

RESPONSE ATTRIBUTES

1. The correct response will be an acceptable sequence or an appropriate principle.
2. The distractors will be improper sequences, incomplete sequences, or unacceptable principles.

Specification Supplement:
V; VI

Competency	<u>10</u>
Subskill	<u>a</u>
Item No.	
(If more than one item for subskill)	<u> </u>

ITEM SPECIFICATION

STATEMENT

Competency: Select, adapt, and/or develop instructional materials for a given set of instructional objectives and student learning needs

Subskill: Determine desirable characteristics of materials based on objectives and student learning needs

GENERAL DESCRIPTION/RATIONALE

Given the task of selecting materials to assist students in mastery of stated objectives and four statements of criteria for selecting materials, the examinee will select the alternative which relates the criteria of matching the content of the materials to the objectives and to the characteristics of the students who are to use the materials.

STIMULUS ATTRIBUTES

1. The stimulus passage will give a situation in which the teacher is to select, adapt, or develop materials to assist students in mastering a given set of instructional objectives.
2. The task posed will be to select the criterion which is most important in the selection of materials for the described situation.

RESPONSE ATTRIBUTES

1. The examinee will be given four alternatives. The correct response will be a statement relating the content of the materials to the stated objectives and to the characteristics of the students who will use the materials.
2. The distractors will state other criteria which are of secondary importance for the selection of materials.

Specification Supplement:
IV.C.; II

Competency	<u>10</u>
Subskill	<u>b</u>
Item No.	
(If more than one item for subskill)	<u>1</u>

ITEM SPECIFICATION

Statement

Competency: Select, adapt, and/or develop instructional materials for a given set of instructional objectives and student learning needs

Subskill: Locate and evaluate available instructional materials

Sub-subskill: Recognize sources of instructional materials

GENERAL DESCRIPTION/RATIONALE

Given the requisite to provide instructional materials related to a given set of instructional objectives and student learning needs, the examinee will identify from four alternatives the most appropriate source of instructional materials for the stated purposes.

STIMULUS ATTRIBUTES

1. The stimulus will describe a situation in which the teacher must review sources of instructional materials.
2. The task defined by the stem of the item will be to identify the source of materials which the teacher should first consult.

RESPONSE ATTRIBUTES

1. The examinee will be given four alternatives naming possible sources of instructional materials.
2. The correct response will name the source most appropriate for the situation described.
3. The correct response and the alternatives will come from the list of sources given in the Specification Supplement, IV A.
4. The correct response must clearly be the most appropriate source of materials for the situation described.

Specification Supplement:
IV A

Competency	10
Subskill	b
Item No.	
(If more than one item for subskill)	2

ITEM SPECIFICATION

Statement

- Competency:** Select, adapt, and/or develop instructional materials for a given set of instructional objectives and student learning needs
- Subskill:** Locate and evaluate available instructional materials
- Sub-subskill:** Evaluate available instructional materials for a given set of instructional objectives and student learning needs

GENERAL DESCRIPTION/RATIONALE

Given a situation in which the type of instructional objective and/or the type of learner(s) are specified, the examinee will apply knowledge of materials selection by identifying the rules or principles most pertinent to the situation.

STIMULUS ATTRIBUTES

The stimulus will describe situations where selection rules or principles must be identified and applied to the selection of materials.

RESPONSE ATTRIBUTES

1. The alternatives should contain rules or principles for selecting materials that evaluate whether the examinee knows which rule or principle applies to the given stimulus.
2. The distractors will be statements of possible considerations in evaluating materials which are clearly less important for the situation than the correct response is.

Specification Supplement:
IV; V; VI

Competency	<u>10</u>
Subskill	<u>c</u>
Item No.	
(If more than one item for subskill)	<u> </u>

ITEM SPECIFICATION

Statement

Competency: Select, adapt, and/or develop instructional materials for a given set of instructional objectives and student learning needs

Subskill: Select materials to assist students in mastering an objective

GENERAL DESCRIPTION/RATIONALE

Given the task of meeting the needs of a group of students who have not mastered an objective after instruction, the examinee will select from alternatives, procedures or materials that will be the most likely to assist the student in mastering the objective.

STIMULUS ATTRIBUTES

1. The stimulus passage will give a situation in which the teacher is to select, adapt, and develop materials and procedures to assist students in mastering a set of instructional objectives.
2. The question posed in the stimulus passage will be to identify the procedure most likely to help the student attain mastery within the constraints of the system (practicality).

RESPONSE ATTRIBUTES

1. The examinee will be given four alternatives. The correct response will be a statement related to the mastery of instructional objectives.
2. The distractors will state other criteria for the selection of materials and procedures which are of secondary importance.

Specification Supplement:
II; IV; VI

Competency	10
Subskill	d
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

Competency: Select, adapt, and/or develop instructional materials for a given set of instructional objectives and student learning needs

Subskill: Demonstrate techniques for modifying materials to assist students in mastering an objective

GENERAL DESCRIPTION/RATIONALE

Given an instructional situation in which there is a need for modifying materials to assist an individual student or students with particular learning needs, the examinee will identify an appropriate technique for modifying the materials.

STIMULUS ATTRIBUTES

1. The stimulus will describe a student or students with a particular learning need that renders inadequate the materials being used in the class.
2. The task defined in the stimulus passage is to identify the action the teacher should take to modify the materials to enable the student(s) to master the objective.

RESPONSE ATTRIBUTES

1. The examinee will choose from four alternatives the appropriate technique for modifying the materials to meet the needs of a student(s) with identified learning needs.
2. The distractors will be statements of actions which would not aid the student(s), which are not practical, or which do not deal with materials.

Specification Supplement:
II D; IV

Competency	<u>10</u>
Subskill	<u>e</u>
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

Competency: Select, adapt, and/or develop instructional materials for a given set of instructional objectives and student learning needs

Subskill: Determine materials to be developed based upon existing resources and student learning needs

GENERAL DESCRIPTION/RATIONALE

Given an instructional situation and specific student learning needs for which no materials are available in the classroom, the examinee will recognize the teacher's resources (human and material) and responsibility for developing appropriate materials.

STIMULUS ATTRIBUTES

1. The stimulus will describe a classroom situation in which there is a student or students with special learning needs.
2. The descriptive passage will indicate that the teacher lacks needed materials for the given situation and lacks funds to purchase materials.
3. The resources indicated in the description will be the teacher of the special class, other resources commonly available to the classroom teacher without charge (e.g., projectors, tape recorders), or personal items that would be used without depreciation.

RESPONSE ATTRIBUTES

1. The four alternatives will present possible actions for the teacher to take.
2. The correct response will indicate that the teacher has the responsibility of developing materials, using human as well as material resources.
3. The distractors will (1) disclaim the teacher's responsibility for providing for the special learning needs of the student(s), (2) suggest that no special effort be made, or (3) ask that the student be removed from the regular classroom. Other inappropriate actions may be used as distractors.

Specification Supplement:
II D

Competency	10
Subskill	f
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

Competency: Select, adapt, and/or develop instructional materials for a given set of instructional objectives and student learning needs

Subskill: Identify and select resources needed for materials development

GENERAL DESCRIPTION/RATIONALE

Asked to identify resources for development of materials for a unit and facing a lack of resources in the classroom, the examinee will recognize the potential of community resources as a supplement to school resources.

STIMULUS ATTRIBUTES

The stimulus passage will ask the examinee to identify resources for material development for a unit when classroom resources do not exist.

RESPONSE ATTRIBUTES

1. The examinee will select from four alternatives detailing possible resources for materials development. The correct response will recognize the potential of community resources for instructional materials.
2. The distractors will suggest resources which are limited, inappropriate, or prohibitively expensive.

Specification Supplement:
IV

Competency	10
Subskill	h
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

Competency: Select, adapt, and/or develop instructional materials for a given set of instructional objectives and student learning needs

Subskill: After use, evaluate the effectiveness of instructional materials in accomplishing objectives, and revise accordingly

GENERAL DESCRIPTION/RATIONALE

Given a situation in which a teacher has used materials expected to help students attain specified objectives, the examinee will identify the need to evaluate (and/or to use criteria with which to evaluate) the materials and/or revise the materials for the next time; or the examinee may be asked directly to answer a question related to the evaluation of materials.

STIMULUS ATTRIBUTES

1. If a situation is provided:
 - a) It will indicate that the teacher is using or has used material(s).
 - b) The stimulus may describe specific situations (e.g., subject matter, student characteristics, particular materials, process or processes) or may merely describe a generic situation.
2. If the stem is only a direct question (without a description of a situation), it must pose a problem related to the use of materials.
3. In either case, the task which must be perceived and selected by the examinee, given that material(s) have been used, is to evaluate the effect of the materials.

RESPONSE ATTRIBUTES

1. The correct alternative will embody a generalization or an illustration of a generalization that covers one of the following:
 - a) recognition of the need for evaluation
 - b) criteria for evaluation of materials
 - c) processes of evaluation of materials
 - d) procedures to be used in revising materials
2. The distractors will be incorrect or inappropriate generalizations or illustrations of generalizations.

Specification Supplement:
IV

Competency	<u>11</u>
Subskill	<u>b</u>
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

Competency: Select/develop and sequence related learning activities appropriate for a given set of instructional objectives and student learning needs

Subskill: Identify conditions that affect learning

GENERAL DESCRIPTION/RATIONALE

Asked to identify a significant condition that affects learning, the examinee will select from four alternative statements the one that describes the most significant condition.

STIMULUS ATTRIBUTES

1. The stimulus will ask the examinee to identify from among four statements of conditions that affect learning the one recognized by current authorities as having great significance.
2. The stimulus may include a passage describing a situation involving one or more important factors affecting learning, or may ask the identification question directly.

RESPONSE ATTRIBUTES

1. Conditions which significantly affect learning are given in the Specification Supplement, VI A. The correct response will be one of the conditions listed.
2. The distractors will be statements of conditions which have been found to have little or no influence on learning.

Specification Supplement:
VI A

Competency	<u>11</u>
Subskill	<u>c</u>
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

Competency: Select/develop and sequence related learning activities appropriate for a given set of instructional objectives and student learning needs

Subskill: Identify alternative activities to achieve an objective

GENERAL DESCRIPTION/RATIONALE

Given a learning situation in a classroom with a normally diverse group of students (including some mainstreamed students), the examinee will (1) recognize the need to provide alternative activities related to the objectives (a) to meet diverse student learning needs, (b) to transfer the learning to differing situations, and/or (c) to enhance or sustain motivation, and/or (2) to identify reasons for or types of alternative activities.

STIMULUS ATTRIBUTES

1. The stimulus will describe a classroom with a normal heterogeneous group of students.
2. The task posed by the stimulus will be (1) to identify the teacher's responsibility for providing alternative activities (a) suited to the diverse learning needs of the students, (b) providing practice, and/or (c) enhancing or sustaining motivation, or (2) to identify reasons for or types of alternative activities.

RESPONSE ATTRIBUTES

1. The correct response will indicate the need for a choice of alternative activities related to the objectives or the need to provide varying practice activities, or will present an appropriate purpose for alternative activities or criteria for identifying alternative activities.
2. The distractors will be statements proposing alternatives for students engaging in instructional activities which do not and should not offer choice or will concern inappropriate purposes for or types of alternative activities.

Specification Supplement:
II; VI

Competency	<u>11</u>
Subskill	<u>d</u>
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

Competency: Select/develop and sequence related learning activities appropriate for a given set of instructional objectives and student learning needs

Subskill: Select an appropriate learning activity to achieve an objective

GENERAL DESCRIPTION/RATIONALE

Given an instructional objective and four alternative activities, the examinee will identify the activity which is most appropriate to aid students in attaining the objective within the described context. Alternately, the examinee may face the task of identifying, among alternatives, that statement whose theme is that learning activities should be chosen for their contribution to the specified objective(s).

STIMULUS ATTRIBUTES

1. The stimulus will give an objective for which activities are to be planned or will direct the examinee to select the most appropriate statement concerning given activities.
2. The task posed in the stimulus passage will be to select the most appropriate activity for the objective or to identify contribution to the objective as the dominant concern of activities.
3. The stimulus will contain enough information that the examinee may judge the "practicality" of a response. This might include age, educational level of students, location, school environment, etc.

RESPONSE ATTRIBUTES

1. The correct alternative will describe an appropriate instructional activity for the stated objective or will convey the concept that activities should be chosen for their contribution to the attainment of objectives.
2. The incorrect alternatives will pose inappropriate or distinctly less appropriate activities for the stated objective or other less relevant concept.
3. The correct alternative will be a combination of the "practicality" of a particular instructional activity with the relatedness of the activity to instructional objectives (e.g., taking a class of first graders in Florida through a steel mill is not a "practical" alternative although it might be the best theoretically).

Specification Supplement:

V; VI

Competency	<u>11</u>
Subskill	<u>e</u>
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

Competency: Select/develop and sequence related learning activities appropriate for a given set of instructional objectives and student learning needs

Subskill: Combine appropriate learning activities into an instructional sequence

GENERAL DESCRIPTION/RATIONALE

Given an objective and a series of activities related to the objective, the examinee will indicate the appropriate sequence for the activities.

STIMULUS ATTRIBUTES

1. The stimulus will describe a classroom situation and state a general objective for which activities are to be selected or developed and sequenced.
2. The task specified in the stimulus may be to identify the activity which should be first in the sequence or to identify the best sequence among alternative series of activities.

RESPONSE ATTRIBUTES

1. The examinee will be presented with four alternate activities. The correct alternative, according to the question and based on the concepts presented in the Specification Supplement or in the four alternative sequences, is (a) properly first in the sequence or (b) the most appropriate sequence.
2. The incorrect alternatives will be activities which, because of their complexity, specificity, or chronological order, would be presented later, or sequences whose activities are in inappropriate order.

Specification Supplement:
V; VI

Competency	<u>12</u>
Subskill	<u>a</u>
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

Competency: Establish rapport with students in the classroom by using verbal and/or visual motivational devices

Subskill: Secure the attention of students through appropriate techniques

GENERAL DESCRIPTION/RATIONALE

Asked to identify from four alternatives an appropriate technique for securing attention, the examinee will choose the technique which has been found to be the best of the four to create a positive learning climate (see Specification Supplement I, VI). For certain situations, the task may be to identify an inappropriate technique.

STIMULUS ATTRIBUTES

The stimulus will ask the examinee to identify an appropriate or an inappropriate technique for getting the attention of students.

RESPONSE ATTRIBUTES

1. The correct response will usually be a technique which does not disrupt the class or which helps to create a positive learning climate; if an inappropriate technique is to be identified, the inappropriate technique will be selected from inappropriate techniques sometimes employed (see Specification Supplement, VI C.1).
2. The three distractors for appropriate techniques will give techniques which are disruptive to the class, are ineffective, or create unpleasant feelings on the part of the students; if the task is to identify an inappropriate technique, the distractors will illustrate appropriate techniques.

Specification Supplement:
I; VI.C

Competency	<u>12</u>
Subskill	<u>b</u>
Item No.	
(If more than one item for subskill)	<u> </u>

ITEM SPECIFICATION

Statement

Competency: Establish rapport with students in the classroom by using verbal and/or visual motivational devices

Subskill: Relate instructional objectives and activities to interests, capabilities, and experiences of students

GENERAL DESCRIPTION/RATIONALE

Given the charge of establishing rapport with students, the examinee will choose from four alternatives the activity which relates to the interests, capabilities, and/or experiences of students.

STIMULUS ATTRIBUTES

The stimulus will give a situation or pose the task of establishing rapport with students and/or motivating students to learn.

RESPONSE ATTRIBUTES

1. The correct response will indicate the examinee's awareness that relating to students' interests, capabilities, or experiences is an important technique (or techniques) for establishing rapport and motivating students to learn.
2. The distractors will be factors which would have little or no influence upon establishing rapport or would have an adverse effect upon students' trust in each other and the teacher.

Specification Supplement:

II; V; VI

Competency	12
Subskill	c
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

Competency: Establish rapport with students in the classroom by using verbal and/or visual motivational devices

Subskill: Inform students about objectives, subsequent learning tasks, and performance expectations

GENERAL DESCRIPTION/RATIONALE

Given options concerning the disposition of lesson plans which include objectives, learning tasks, and performance expectations, the examinee will recognize that, to maximize student learning, students should be informed of the plans.

STIMULUS ATTRIBUTES

1. The stimulus will call for a decision about what the teacher should do with lesson plans, including objectives, learning tasks, and performance expectations after the plans are formulated.
2. The stimulus passage may be situational or may be a direct question.

RESPONSE ATTRIBUTES

1. The correct response will indicate that the objectives, planned learning tasks, and performance expectations are to be shared with students before instruction begins.
2. Other options will be erroneous suggestions of alternative actions.

Specification Supplement:
III; V; VI

Competency	12
Subskill	e
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

Competency: Establish rapport with students in the classroom by using verbal and/or visual motivational devices

Subskill: Alter instructional strategies during learning activities based on student responses and other factors

GENERAL DESCRIPTION/RATIONALE

A situation calling for an alteration of instructional strategy will be posed. Among possible categories of situation are:

1. Loss of interest
2. Responses or questions betraying non-comprehension
3. Obvious failure to have done assigned preparation
4. Fatigue or stress
5. Fear of trying the requisite activity
6. Spark of interest in a related student-suggested avenue of exploration

Given the situation and a set of alternative procedures, the examinee will select the procedure which constitutes an appropriate alteration of strategy.

STIMULUS ATTRIBUTES

The stimulus will present a situation which calls for a change of instructional strategy due to student responses or other factors.

RESPONSE ATTRIBUTES

1. The examinee will choose from four alternatives the strategy which best fits the given situation.
2. The distractors will indicate changes in instructional strategy which are inappropriate for the situation.

Specification Supplement:
III; VI

Competency	<u>12</u>
Subskill	<u>8</u>
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

Competency: Establish rapport with students in the classroom by using verbal and/or visual motivational devices

Subskill: Use reinforcement techniques to assist in student motivation

GENERAL DESCRIPTION/RATIONALE

The situation described will be one in which rapport, attention, motivation, and learning are sought. Any of the first three may have been temporarily lost, or the effort may be to increase rapport and consequent effects. The scenario may be designed to put the emphasis on either behavior change techniques or on the introduction of new situations in which to apply a partially mastered skill or concept, thereby generating stronger rapport and motivation.

STIMULUS ATTRIBUTES

1. The stimulus will present a situation in which a reinforcement technique is called for in order to strengthen rapport and bring on its favorable consequences.
2. The stimulus will present elements which should enable the examinee to diagnose the situation and determine the need for reinforcement.
3. The examinee will be asked to select from the choices afforded the appropriate technique or procedure to implement principles of reinforcement.

RESPONSE ATTRIBUTES

The correct option will embody two general conceptions of reinforcement:

- a. Behavior is a function of its consequences.
- b. Reinforcement is essentially comprised of permitting additional practice of the skill or knowledge.

Specification Supplement:
I; II; VI

Competency	<u>12</u>
Subskill	<u>h</u>
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

Competency: Establish rapport with students in the classroom by using verbal and/or visual motivational devices

Subskill: Use media to secure interest and maintain attention

GENERAL DESCRIPTION/RATIONALE

Given a situation in which a film or another form of media is used to secure and maintain attention during instruction, the examinee will recognize important actions to take in the use of media to insure optimal benefit to the students.

STIMULUS ATTRIBUTES

1. The stimulus will describe a situation in which media is being used to introduce a unit of instruction or to aid in attaining an objective of the unit.
2. The stimulus will ask the examinee to identify an important practice which will enhance the use of the media.

RESPONSE ATTRIBUTES

1. The correct response will be one of the practices listed in the Specification Supplement (VI C.6).
2. The distractors will be statements of teacher behavior which do not enhance the educational value of the use of media.

Specification Supplement:
VI C.6

Competency	<u>13</u>
Subskill	<u>a</u>
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

Competency: Present directions for carrying out an instructional activity

Subskill: Select appropriate means for presenting directions

GENERAL DESCRIPTION/RATIONALE

Given an instructional situation, the examinee will select, from four alternative means of presenting directions, the means most appropriate (most consistent with the instructional task and method of instruction to follow) for the situation.

STIMULUS ATTRIBUTES

1. The stimulus will present an instructional situation in which a teacher is to give directions.
2. The question posed in the stimulus will ask which means for presenting directions is most appropriate for the given situation.
3. The stimulus attributes will include a description of any or all of the following: the instructional environment, the place, the age or educational level of the learner(s).

RESPONSE ATTRIBUTES

1. The correct response will be the means which is most appropriate for the given situation (see Specification Supplement, VI C.2).
2. The distractors will be alternative means of presenting directions which clearly are not the most appropriate for the given situation.

Specification Supplement:
VI C.2

Competency	13
Subskill	e
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

Competency: Present directions for carrying out an instructional activity

Subskill: Identify materials for a learning activity and explain their use

GENERAL DESCRIPTION/RATIONALE

Given an instructional situation in which new materials are to be used, the examinee will identify appropriate means for introducing the materials and explaining their use to the learners. In addition, the examinee may be asked to identify appropriate teaching practices with regard to the introduction of new materials.

STIMULUS ATTRIBUTES

The stimulus passage will present the task of identifying the action a teacher should take when introducing new materials for a learning activity. In so doing, the stimulus passage should set the stage for the response which is essentially to clarify use of the materials.

RESPONSE ATTRIBUTES

1. The correct response will indicate the means to explain the use of the materials.
2. The incorrect alternatives will describe other actions which are either inappropriate or are irrelevant to the issue.

Specification Supplement:
IV; VI

Competency	14
Subskill	a
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

Competency: Construct or assemble a classroom test to measure student performance according to criteria based upon objectives

Subskill: Identify uses of basic types of classroom tests and assessment techniques

GENERAL DESCRIPTION/RATIONALE

Given the name of a basic type of classroom test or assessment technique, the examinee will identify from four alternatives the appropriate use of the type or technique named.

STIMULUS ATTRIBUTES

1. The stimulus will identify a basic type of classroom test or assessment technique. A list of types of tests and assessment techniques is given in the Specification Supplement (III A.1).
2. The problem posed in the stimulus passage will be to select the statement which describes the most appropriate use of the type of test or assessment technique named.

RESPONSE ATTRIBUTES

1. The examinee will select from four alternatives the one which describes the most appropriate use of the type of test or assessment technique named in stimulus.
2. The distractors will describe uses for tests other than the type of test named.

Specification Supplement:
III A.1

Competency	<u>14</u>
Subskill	<u>b</u>
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

Competency: Construct or assemble a classroom test to measure student performance according to criteria based upon objectives

Subskill: Identify appropriate uses of norm-referenced and criterion-referenced testing

GENERAL DESCRIPTION/RATIONALE

Given a description of a classroom situation in which a variety of types of assessment are needed, the examinee will identify those assessment needs which are best addressed by either criterion-referenced or norm-referenced tests, as specified.

STIMULUS ATTRIBUTES

1. The situation described will list at least three types of assessment needs, at least one of which requires criterion-referenced techniques and one of which requires norm-referenced techniques.
2. The question will ask which of these needs can be best met by criterion-referenced techniques, or it will ask which needs can best be met by norm-referenced techniques.

RESPONSE ATTRIBUTES

1. Options will be various statements of assessment needs.
2. The correct response will be the assessment need which fits the question asked.

Specification Supplement:
III A

Competency	14
Subskill	c
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

Competency: Construct or assemble a classroom test to measure student performance according to criteria based upon objectives

Subskill: Given an objective, specify knowledge and skills to be assessed

GENERAL DESCRIPTION/RATIONALE

Given a situation in which the teacher is to plan for the assessment of a unit of study, the examinee will recognize that analysis of objectives into their component knowledge and skills is a necessary first step in the test construction process.

STIMULUS ATTRIBUTES

1. The stimulus passage will (a) give a situation in which a teacher is planning to assess attainment of a stated objective or objectives or (b) pose the task directly.
2. The task posed in the stimulus is to identify the next task in the process of test construction as that of identifying the knowledge and skills components of the objective.

RESPONSE ATTRIBUTES

1. The correct response will indicate that analyzing objectives into their component parts is necessary before item writing begins.
2. The distractors will describe actions which might logically follow at a later time in the process of test construction or which are not related to the assessment processes.

Specification Supplement:
III; V

Competency	14
Subskill	d
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

Competency: Construct or assemble a classroom test to measure student performance according to criteria based upon objectives

Subskill: Select appropriate techniques to evaluate mastery of an objective

GENERAL DESCRIPTION/RATIONALE

Given a behavioral objective, the examinee will select from a list of alternatives the most appropriate technique for the situation.

STIMULUS ATTRIBUTES

The stimulus will contain the objective whose mastery is to be assessed.

RESPONSE ATTRIBUTES

The response will consist of the names of commonly used assessment techniques. The names of the tests or techniques will be taken from the list in the Specification Supplement.

Specification Supplement:
III A.1, 2

Competency	14
Subskill	e
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

Competency: Construct or assemble a classroom test to measure student performance according to criteria based upon objectives

Subskill: Determine limitations, constraints, and requirements for administering tests

GENERAL DESCRIPTION/RATIONALE

Given a description of a testing situation which includes (1) aspects of the physical environment, (2) characteristics of the students at the time of testing, and (3) possible violations of required testing procedures, the examinee will respond to a question identifying limitations and violations of required testing procedures which interfere with students' test performance.

STIMULUS ATTRIBUTES

1. The stimulus passage will provide a description of a testing situation which will include (a) the physical setting for the testing, (b) characteristics of the students at the time of testing, and (c) some aspects of recommended procedures for administering standardized tests.
2. Following the descriptive passage, the items will pose the task of identifying unfavorable factors in the testing situation associated with one of the three possible limiting areas mentioned above.

RESPONSE ATTRIBUTES

1. The examinee will select from four alternatives the statement of the condition which may interfere with optimal test performance.
2. The distractors will be statements concerning factors which are irrelevant to optimal test performance.

Specification Supplement:
III

Competency	14
Subskill	f
Item No.	
(If more than one item for subskill)	1

ITEM SPECIFICATION

Statement

- Competency: Construct or assemble a classroom test to measure student performance according to criteria based upon objectives
- Subskill: Construct and identify test items and tasks that evaluate mastery of an objective
- Sub-subskill: Use accepted test construction practices for constructing different types of test items: (a) true-false, (b) short answer/completion, (c) matching, (d) multiple-choice, (e) essay

GENERAL DESCRIPTION/RATIONALE

Given a specific item type, the examinee will recognize one important rule for construction of that item type.

STIMULUS ATTRIBUTES

The stimulus will ask the examinee to identify one important rule for construction of a specific item type. The types are:

- a. true-false
- b. short answer/completion
- c. matching
- d. multiple-choice
- e. essay

RESPONSE ATTRIBUTES

1. The correct response will conform to test construction practices recommended by measurement textbooks.
2. The distractors will be errors commonly made in test construction.

Specification Supplement:
III A.2

Competency	<u>14</u>
Subskill	<u>f</u>
Item No.	
(If more than one item for subskill)	<u>2</u>

ITEM SPECIFICATION

Statement

Competency: Construct or assemble a classroom test to measure student performance according to criteria based upon objectives

Subskill: Construct and identify test items and tasks that evaluate mastery of an objective

Sub-subskill: Select item type which best measures mastery of a particular objective

GENERAL DESCRIPTION/RATIONALE

Given a situation in which a teacher seeks to assess mastery of a stated kind of objective, the examinee will select from a set of item types that item type best suited to the objective.

STIMULUS ATTRIBUTES

The stimulus will include a statement of the objective, either generic or specific, such that will provide the examinee with the necessary cues to first identify the type of objective and then reason out the suitable item type.

RESPONSE ATTRIBUTES

1. The choices will be among item types commonly used on classroom tests.
2. The correct choice will be clearly more appropriate for the given objective than will the other alternatives.
3. The distractors will be item types clearly less appropriate for the given situation.

Specification Supplement:
III; V

Competency	<u>14</u>
Subskill	<u>1</u>
Item No.	
(If more than one item for subskill)	<u>3</u>

ITEM SPECIFICATION

Statement

- Competency: Construct or assemble a classroom test to measure student performance according to criteria based upon objectives
- Subskill: Construct and identify test items and tasks that evaluate mastery of an objective
- Sub-subskill: Identify accepted rules for construction of non-test measures for assessing mastery of an objective: (a) checklist, (b) rating scales, (c) anecdotal records, (d) rating of student products

GENERAL DESCRIPTION/RATIONALE

Given statements concerning the construction of a non-test assessment technique, the examinee will select the statement which defines a recommended procedure for constructing objective measures of the given type.

STIMULUS ATTRIBUTES

1. The statement will specify the type of assessment procedure to be used.
2. The stem will ask the examinee to choose the action that will help assure accurate assessment according to the procedure specified, i.e., checklist, rating scales, anecdotal records, rating of student products.

RESPONSE ATTRIBUTES

1. The "correct procedures" will be consistent with recommendations in measurement textbooks. They will be similar to, but not necessarily the same as, those given in the Specification Supplement (III A.2).
2. The distractors will be clear violations of the correct procedures or will be procedures which are irrelevant to the task.

Specification Supplement:
III A.2

Competency	14
Subskill	8
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

Competency: Construct or assemble a classroom test to measure student performance according to criteria based upon objectives

Subskill: Identify criteria for standards of performance

GENERAL DESCRIPTION/RATIONALE

Given (a) that a teacher has established an objective or a set of objectives, the examinee will recognize the appropriate criterion for ascertaining adequate performance on that/those objective(s), or given (b) the assumed task of assigning letter grades to a class in which criterion-referenced testing has been used, the examinee will recognize degree of attainment of objectives as the basis for assigning the grades or teacher judgement as the determinant of standards of performance.

STIMULUS ATTRIBUTES

1. The item will present a situation in which a teacher has the task of: (a) assigning letter grades, or (b) setting performance standards.

RESPONSE ATTRIBUTES

1. The correct alternative will be a statement indicating a recognition that: (a) letter grades represent an evaluation of performance and reflect the teacher's interpretation of the data available to him or her, and (b) standards are set by teacher judgement.
2. Distractors will be erroneous statements. The incorrect statements will be:
 - (1) normative criteria if data are criterion-referenced
 - (2) criterion-referenced if all data are normative
 - (3) rejection of the need for determining grades
 - (4) assumption of a simple, "known" percentage that must be correct
 - (5) use of a simple narrative comparison
 - (6) rejection of the need to set standards

Competency	14
Subskill	1
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

- Competency: Construct or assemble a classroom test to measure student performance according to criteria based upon objectives
- Subskill: Evaluate and/or revise tests on the basis of validity, reliability and student responses

GENERAL DESCRIPTION/RATIONALE

Given the responses of the students to a teacher-made test, the examinee will identify appropriate techniques and procedures of examining the validity or reliability of the test or the meaning and/or implication of the student responses, or will recognize appropriate reasons for and/or processes of revising the test.

STIMULUS ATTRIBUTES

1. The minimum given will be that the teacher has administered a specified kind of test and has scored it.
2. Depending upon the specified intent for the item which the item writer is preparing, additional possible givens may be: (a) student responses to stem are available, (b) split-half scoring already accomplished, (c) a reliability coefficient, (d) mean score of the class, (e) standard deviation, (f) range of scores, (g) prior judgement, by the teacher, of the degree of each individual's knowledge in comparison to that of his peers, (h) intent for use of the data, (i) number of items per testing objective and/or number of items right (and wrong) per selected objective, (j) distribution of choices among correct alternatives and the distractors.

RESPONSE ATTRIBUTES

1. The correct alternative will be the appropriate choice for the issue selected as the basis for the item. The choice may be a reason, a technique, a process, a step or procedure, a level, an implication or an interpretation.
2. The distractors will be plausible but inappropriate (or distinctly less appropriate) reasons, techniques, etc.

Specification Supplement:
III

Competency	15
Subskill	b
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

Competency: Establish a set of classroom routines and procedures for utilization and care of materials

Subskill: Determine the type and amount of materials necessary to complete classroom assignments

GENERAL DESCRIPTION/RATIONALE

Given the purpose and nature of a classroom assignment, the characteristics of the students involved, and the context of the teaching-learning process for the class, the examinee will be required to select the appropriate variables necessary for determining the type and amount of materials for completing the described assignment.

The item deals with the teacher's ability to determine the type and/or the amount of materials needed to complete the classroom assignment. In order to do this, the teacher must know (a) what is to be taught, how to carry out the teaching assignment, and the scope and sequence of the teaching content; (b) the materials which will best support, complement and/or enhance the teaching-learning situation; and (c) class size(s), level(s) of student sophistication, the students' specific needs, and the location where assignments are to be completed (individual desks, learning centers, home, etc.).

STIMULUS ATTRIBUTES

1. The stimulus scenario of approximately eighty words will give the nature of the class (age of the students, level of sophistication, range of abilities); the nature of the learning experience (content, mode of presentation, type of assignment); and general information about the school/community population. The examinee will be required to select the appropriate variable(s) necessary for adequate planning of learning experiences.
2. The examinee will be asked by the stimulus to select from four or five choices of variables the ones most appropriate for the stimulus situation.

RESPONSE ATTRIBUTES

1. The correct response will require the examinee to have an in-depth knowledge of the teaching-learning process in order to select an appropriate group of variables to reach the goal or carry out the assignment given in the stimulus situation.
2. The distractors may contain (a) a mixture of variables and materials, (b) variables which would not apply to the particular situation, (c) only goals and objectives, or (d) characteristics of materials to be used rather than variables.

Specification Supplement:
IV

Competency	15
Subskill	c
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

Competency: Establish a set of classroom routines and procedures for utilization and care of materials

Subskill: Organize an effective system for placement and distribution of materials in the classroom

GENERAL DESCRIPTION/RATIONALE

Given descriptions of a classroom environment and students' characteristics and of the specific teaching procedures expected to be utilized by a teacher, the examinee will draw upon understanding of those variables as they affect the teaching-learning situation (in positive or negative ways) in order (a) to select a suitable system for the described situation, (b) to evaluate the existing conditions, or (c) to select a management system to control students' activities in the described situation. The focus may be on floor plans and arrangement of furniture and storage areas, on special facilities within or outside of the classroom, on management procedures to effect best use of space and materials, and/or on interrelationships among those variables.

Teachers' abilities to plan and use available space best suited for the classroom, students, and teaching purposes are a very important factor in this item. The more familiar teachers are with the best practices for material storage, distribution, and use, the more able they are to make good use of the materials. Application of good practices should benefit students directly in their learning. An optimum, effective system of storage and distribution facilitates teacher and student effectiveness and efficiency. The teacher must incorporate knowledge of principles of room arrangement, traffic lanes, accessibility, safety, proximity to action, etc. Then, the teacher must consider the influence of such understanding on facilitating teaching and learning.

STIMULUS ATTRIBUTES

1. The stimulus scenario of approximately 100 words will give a description of the environment (e.g., space, materials storage, student population) and a description of the teaching procedures/goals of a teacher with a statement of the conditions that the examinee should take into consideration.
2. The stimulus will require the examinee to select from among four or five choices: (a) a suitable plan for rearranging a classroom, (b) an accurate evaluation of

RESPONSE ATTRIBUTES

1. Responses may be either (a) a verbal or pictorial explanation of a plan for arranging a classroom, (b) an evaluation and/or recommendation of a described situation, or (c) a management system.
2. The correct response will be the option which is appropriate for the described situation.
3. The distractors will be (a) a statement and/or floorplan or evaluation or management plan that gives no

the situation, or (c) a management system suitable for the described situation.

consideration to traffic patterns and principles of room arrangement; (b) a floorplan inappropriate for the class size, age level, and/or preferred teaching procedures or an evaluation that disregards basic principles, or a management system unsuitable for the described situation or a combination of unsuitable variables; or (c) a good choice of one variable and poor choices of others.

Specification Supplement:

I; IV; VI

Competency	15
Subskill	e
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

Competency: Establish a set of classroom routines and procedures for utilization and care of materials

Subskill: Identify physical elements and arrangements in the classroom that directly affect learning

GENERAL DESCRIPTION/RATIONALE

Given a description of (a) the physical elements in a classroom setting and/or (b) a classroom incident with visual or verbal depictions of the conditions in the setting, the examinee will demonstrate understanding of the positive or negative influences of the physical environment of the classroom (e.g., size of room, floor covering, furniture, temperature, lighting, storage areas, access to materials, work spaces, etc.) on the teaching-learning process.

Well-organized classrooms with equipment and supplies conducive to student involvement enhance a positive teaching-learning situation. Disorganized or poorly equipped rooms may foster negative attitudes toward school and learning. Resourceful teachers can do much with little to make classrooms attractive and welcoming. They can arrange materials and equipment in ways to permit both quiet and noisy activities and both individual and large-group involvements.

STIMULUS ATTRIBUTES

1. The stimulus scenario of approximately eighty words may provide a description of (a) a classroom setting in which physical elements (such as space dimensions, storage areas, shelves, sink, books and materials, and seating arrangements) are specifically explained (or visually presented) and/or (b) a classroom incident (positive or negative) with visual or verbal depictions of conditions of the setting.
2. The stimulus will require the examinee to select from among four or five options the one that best demonstrates awareness of the positive or negative influences of physical elements in the classroom on the teaching-learning process.

RESPONSE ATTRIBUTES

1. The correct response will require the examinee to select the verbal description or pictorial plan most likely to show that physical elements and/or arrangements are influencing the teaching-learning process in a positive or negative way.
2. The distractors may contain (a) a very vague description of physical elements and arrangements, precluding any conclusion about influences on the teaching-learning process; (b) student factors rather than physical elements or arrangements, which are ignored; (c) teacher's behavior with or without descriptions of pertinent physical factors; (d) physical elements,

classroom activities, and students' behavior; or (e) too few or too many variables to be of any use in the identification of possible influences on the teaching-learning process.

Specification Supplement:
I; VI

Competency	15
Subskill	f
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

Competency: Establish a set of classroom routines and procedures for utilization and care of materials

Subskill: Involve students in developing routines and procedures for physical movement in the classroom

GENERAL DESCRIPTION/RATIONALE

Given a description of (a) a potentially dangerous classroom arrangement for students' moving to various work/materials areas with rules and arrangements requiring students' input or (b) a classroom incident or problems created by the factors described in (a), the examinee will be required to recognize the need for both safety precautions and application of principles of teacher-student planning to enhance acceptable student behavior.

This item is concerned with movement in the classroom and its effect on safety and care of materials and equipment. The examinee is expected to understand the importance of established, uncluttered traffic lanes in the classroom and control of the students' movement along these lanes. Established rules can prevent confusion, crowding, and ensuing damage to materials. The teacher's involvement of students in development and testing appropriate traffic lanes will encourage student observance of the rules and lanes.

STIMULUS ATTRIBUTES

1. The stimulus may be a direct question or a scenario of 50 to 100 words that focusses on classroom situations which are dangerous (or potentially so) because students have not been involved in establishing routines and procedures to avoid problems.
2. The stimulus may be verbal, pictorial, or a combination of the two.
3. The stimulus may describe/illustrate such elements as (a) equipment that may be damaged or may hurt students; (b) disruptions to learning caused by passage of students (to acquire materials or turn in work, for example); (c) crowding into an area,

RESPONSE ATTRIBUTES

1. The correct response will require the examinee to recognize why and how students should be involved in developing routines and procedures for movement in the classroom. The correct option may demonstrate that students did not understand and/or appreciate the need for a procedure or routine or that the teacher did not involve students in the decisions. The correct option will incorporate provisions for involving students in deciding procedures and routines.
2. The distractors will incorporate

disrupting learning, or creating a safety hazard; (d) breakage or damage (real or potential) of materials, equipment, or facilities; and/or (e) improper arrangements due to lack of teacher understanding of students' needs.

one or all of the following:
(a) inaccurate analysis of situations; (b) no involvement of students in decision-making processes; (c) teacher's failure to recognize the need to involve students; (d) incorrect or inappropriate procedures for involving students in decision-making; and (e) inappropriate procedures to fit the described circumstances.

Specification Supplement:
I

Competency	15
Subskill	8
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

Competency: Establish a set of classroom routines and procedures for utilization and care of materials

Subskill: Arrange classroom furniture and equipment to accommodate selected teaching strategies

GENERAL DESCRIPTION/RATIONALE

Given a description (a) of an instructional approach (teaching strategy, curriculum design and techniques used, activity having special techniques or procedures) used by a teacher or (b) of the classroom setting (physical arrangement of furniture, storage of materials, and/or special work areas) used by the teacher, the examinee will be required to understand the relationship of teaching strategies to room arrangement and to match a suitable strategy (or recognize an unsuitable strategy) with a classroom setting of an appropriate type.

This item deals with the principle of having a classroom organized to implement a teaching strategy in the best way possible. Strategies may be quite diverse, such as straight lecture, learning centers, interest corners, independent study, audio-visual programs, or a combination of these or other approaches. The examinee will draw upon understanding of the use of space as it will vary with different strategies and of suitable room arrangements for specific strategies. Also, the examinee may be expected to recognize whether or not routines and procedures for use and care of materials to support the strategies are planned or are appropriate.

STIMULUS ATTRIBUTES

1. The stimulus may be a scenario of fifty to eighty words or a pictorial view of a classroom arrangement.
2. The stimulus will describe an instructional approach (teaching strategies or activities) or a classroom setting (room arrangement).
3. The stimulus will ask the examinee to select from a group of four to five options the one which is the best match of a teaching strategy with a classroom arrangement.

RESPONSE ATTRIBUTES

1. The correct response will be the most suitable room furniture and equipment arrangement to facilitate a specific teaching strategy or vice versa.
2. The distractors may include statements indicating (a) good understanding of room furniture and equipment arrangements but no understanding of their influences on teaching strategies used; (b) good teaching strategies but little

understanding of how room arrangements can influence them; (c) classroom furniture and equipment arrangements matched to students' characteristics but neglect of their relationships to teaching strategies; (d) complete disregard for room furniture and equipment and its influence on teaching strategies.

Specification Supplement:

I; VI

Competency	15
Subskill	h
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

- Competency: Establish a set of classroom routines and procedures for utilization and care of materials
- Subskill: Identify approved procedures for movement of students in emergencies that can be anticipated

GENERAL DESCRIPTION/RATIONALE

Given a description of a series of procedures or activities taking place in a classroom or of emergency situations that might occur in schools (e.g., fire, tornado, flood, bomb threat), the examinee will be required to draw upon understanding of emergency procedures and/or safety rules related to the described situation.

This item requires the examinee to recognize established procedures for the movement of students in the event of predictable emergencies. School policies indicate traffic routes for evacuation and designated positions for each class as well as plans for safety and cover. State laws require schools to plan for these emergencies and to conduct drills carefully. The examinee must have adequate understanding of the laws and general procedures for implementing laws and insuring protection of students.

STIMULUS ATTRIBUTES

1. The stimulus scenario of approximately eighty words will describe a series of procedures or activities and/or emergency situations that might occur in schools (e.g., fire, flood, tornado, or bomb threat).
2. The stimulus will ask the examinee to select from among four or five options the one that gives the best action to take in the event of emergency(ies) or the safety rules applicable to predictable emergencies.

RESPONSE ATTRIBUTES

1. The correct response will be the best of four or five alternatives that gives safety procedures or safety rules related to a predictable emergency.
2. The distractors may indicate (a) an awareness of safety procedures but incorrect application; (b) complete misinterpretation of safety rules for emergency movements of students, (c) complete ignorance of safety rules for emergency movement of students; or (d) student movement strategies that increase rather than reduce danger.

Specification Supplement:

I

Competency	16
Subskill	a
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

Competency: Formulate a standard for student behavior in the classroom

Subskill: Identify approved safety procedures and incorporate them into a standard for student behavior in the classroom

GENERAL DESCRIPTION/RATIONALE

Given a description of any one of a number of potentially harmful situations (fire, bomb threat, chemical leakage, tornado, accident, malicious acts, etc.), the examinee will select from response options (a) the one which best describes desirable standards for student behavior when faced with a specific threatening situation, or (b) the teacher response to a situation that best incorporates this knowledge for a given emergency. The correct response should indicate a priority action and/or should describe model behavior responses.

Since this is a generic competency, no attempt will be made to test particular safety hazards such as those found in certain vocationally oriented courses. General safety problems and the procedures generally expected of teachers in protecting students, their property, and the school property should be incorporated within the teacher's standards for student behavior in the typical classroom. A standard describes the desired behavior in response to a general or specific situation.

STIMULUS ATTRIBUTES

1. The stimulus will contain a scenario/incident having up to eighty words.
2. The stimulus scenario will describe a potentially harmful or dangerous situation in the classroom, including relevant and irrelevant data.
3. The stimulus will ask the examinee to choose from among four or five options the response that is the best option for the given situation.

RESPONSE ATTRIBUTES

1. The correct response will be the option describing the best action which will not cause panic.
2. The distractors may describe (a) the correct action to be executed in a panic-causing manner, or (b) a confusing or incorrect action without panic-causing implications.

Specification Supplement:
I

Competency	16
Subskill	b
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

Competency: Formulate a standard for student behavior in the classroom

Subskill: Identify and incorporate socially accepted norms (such as mutual respect, consideration of others, courtesy) into a standard for student behavior in the classroom

GENERAL DESCRIPTION/RATIONALE

Given a critical classroom situation and four or five options containing alternate sets, either rules and standards or teacher responses to the situation, the examinee will select the correct response or the set of classroom standards which incorporates socially accepted norms (such as mutual respect, consideration, courtesy).

It is given that these classroom standards have been democratically established, and are appropriate for the students' social and ethnic backgrounds, their ages, and their independence level. Classroom standards include, but are not limited to, (a) respecting each other's property and rights, (b) being courteous and helpful, (c) discouraging verbal and physical abuse, (d) walking and moving about in an orderly fashion, (e) using good manners, and (f) being polite and tolerant.

STIMULUS ATTRIBUTES

1. The stimulus scenario may have up to eighty words.
2. The stimulus statement describing the situation will be anecdotal and objective.
3. The stimulus scenario will present a situation involving such events as students' violation of others' rights, verbal or physical abuse, lack of courtesy, and/or threats.
4. The stimulus scenario will contain both relevant and irrelevant data.
5. The stimulus will ask the examinee to select from among four or five options the best solution to the situation.

RESPONSE ATTRIBUTES

1. The correct response will identify a correct standard or norm or the teacher behavior which best incorporates the norm(s).
2. The distractors may (a) identify a standard or norm mixed with consequences, (b) describe isolated behavior not contained in a standard and its modification, (c) describe an option that is punitive (as if the teacher had been the offended party), or (d) describe an inappropriate standard or norm.

Specification Supplement:

I; II

Competency	16
Subskill	c
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

Competency: Formulate a standard for student behavior in the classroom

Subskill: Identify characteristics of the student population (such as age and maturity) that need to be considered in formulating a standard for student behavior in the classroom

GENERAL DESCRIPTION/RATIONALE

Given a description of a student population (age, maturity, achievement level, etc.) or a set of standards, the examinee will be expected to know (a) which standards best fit the particular population or (b) which student characteristics would agree with the standard(s) described.

In setting standards for group behavior, the teacher should consider the nature and maturity level of the students and/or the standards operable in different situations. For this item, the examinee must recognize standards which are appropriate or inappropriate for particular ages or stages and appropriate or inappropriate class norms for particular groups or standards and the corresponding student characteristics.

STIMULUS ATTRIBUTES

1. The stimulus scenario of fifty to seventy-five words will describe (a) a classroom and some of the standards operating in it or (b) the students in the classroom (age, maturity levels, norms, etc.). Both relevant and irrelevant data may be included in the information.
2. The stimulus will ask the examinee to select from among four or five responses the one that indicates (a) the type of class the standards would apply to or (b) the type of standards that would fit the class under consideration.

RESPONSE ATTRIBUTES

1. The correct response will give (a) appropriate standards to fit the described population or (b) the student characteristics to fit the standard(s) described.
2. The distractors will give information that is (a) a faulty perception of the influence of students' ages, maturity levels, etc., on classroom standards or vice versa, (b) a misinterpretation of student characteristics and the specific standards or vice versa, (c) a behavior modification technique rather than a standard, or (d) inability to understand the interrelationships of standards and classroom norms.

Specification Supplement:
I; II

Competency	16
Subskill	d
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

Competency: Formulate a standard for student behavior in the classroom

Subskill: Establish a realistic standard of behavior that has potential for consistent application

GENERAL DESCRIPTION/RATIONALE

Given a description of a classroom management situation, the examinee will select the option that describes a standard which can be applied consistently regardless of the situation.

The item should require the examinee to recognize that (a) certain model-type student behaviors may be appropriate in one setting, but not in another--due to maturity of students, nature of objectives, individual student's specific needs, etc.; (b) there are situations which call for teacher modification of standards--emergencies, turmoil, etc.; (c) certain ways of wording rules or the establishment of "unreasonable" rules can cause overreactions from certain students, i.e., can inflame a raw situation; (d) teachers should not threaten what they cannot fulfill; and (e) certain rules/standards might be stated that would block positive as well as negative student behavior and thus hamper the achievement of other desired objectives.

STIMULUS ATTRIBUTES

1. The stimulus narrative may be as long as 100 words.
2. The stimulus problem will cite the occurrence three or more times within a short time span of a classroom incident involving failure of student(s) to meet teacher requirements.
3. The overall stimulus scenario may combine relevant and irrelevant data.
4. The stimulus will ask the examinee to select from among four or five statements the option that is most suitable for application in situations of a similar nature.

RESPONSE ATTRIBUTES

1. The correct response will cite either (a) a standard which may be applied most consistently in response to similar incidents or (b) the teacher behavior in response to incidents of a similar nature which has the most potential for consistent application.
2. The distractors may (a) center around a specific standard that cannot be applied to the particular incident, (b) cite behavioral rules rather than standards, (c) give a standard inappropriate to the problem (for example, inappropriate age or maturity level), or (d) give a standard that can be interpreted in various ways.

Competency	<u>16</u>
Subskill	<u>e</u>
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

Competency: Formulate a standard for student behavior in the classroom

Subskill: Identify and incorporate state and local policies into a standard for student behavior in the classroom

GENERAL DESCRIPTION/RATIONALE

Given a description of a realistic classroom situation and teacher response to behaviors in classroom incidents, the examinee will identify teacher actions which are both appropriate to the situations and conform to a state law.

This item will ascertain if the examinee has an adequate knowledge of the state laws governing students' rights and teachers' responsibilities concerning student behavior in the classroom. The teacher should draw upon these laws to develop classroom standards.

STIMULUS ATTRIBUTES

1. The stimulus scenario may have as many as eighty words.
2. The stimulus scenario will deal with situations such as corporal punishment, suspension, expulsion, and/or commission of a felony.
3. The stimulus will ask the examinee to select from four or five teacher actions or procedures the one which is not in violation of state and local laws.

RESPONSE ATTRIBUTES

1. The correct response will be a teacher action based on adequate knowledge of the state laws.
2. The distractors may indicate (a) a partial knowledge of the laws, (b) a complete disregard for the laws, or (c) a mistaken interpretation of the laws.

Specification Supplement:

I

Competency	17
Subskill	a
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

Competency: Identify causes of classroom misbehavior and employ technique(s) for correcting it

Subskill: Identify factors of the physical environment that affect student behavior

GENERAL DESCRIPTION/RATIONALE

Given a description of a critical incident occurring within a classroom, and information concerning the physical and educational environment, the examinee should be able to recognize either (1) physical environmental factors which are contributing to the problem or (2) teacher response to the problem which best recognizes the influence of classroom physical factors.

The item should require recognition of factors from the school and classroom environment which can have a potentially positive or negative effect on student deportment. It should also require recognition of ways that the positive or negative aspects can be fostered. The stimulus should require problem-solving behavior rather than mere recognition of factors that cause misbehavior. The examinee should respond to the stimulus by a recognition of both positive and negative factors and of ways to reduce or correct them within the constraints of a given situation. The item should be delimited to avoid focus on physical factors outside of the school.

STIMULUS ATTRIBUTES

1. The stimulus scenario/incident may have as many as seventy-five words.
2. The stimulus scenario should describe (a) the situation in which students are misbehaving, (b) the classroom, and age and type of student, (c) the instructional activity or conditions, and/or (d) relevant and irrelevant data.
3. The stimulus will ask the examinee to select from among four or five options the one that best identifies the causative factor(s) and the best solution.

RESPONSE ATTRIBUTES

1. The correct response will be the one based on the most likely cause and the potentially best solution.
2. The distractors may give (a) irrelevant cause and irrelevant solution, (b) irrelevant cause and relevant solution, (c) possible cause and possible but incorrect solution, or (d) correct cause and incorrect solution.

Specification Supplement:
I; II

Competency	17
Subskill	b
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

Competency: Identify causes of classroom misbehavior and employ technique(s) for correcting it

Subskill: Identify social and emotional characteristics of the teacher that affect student behavior

GENERAL DESCRIPTION/RATIONALE

Given descriptions of classroom situations in which teacher behavior could be a cause of student misbehavior, the examinee will select the option which (a) recognizes the negative teacher behavior or (b) is the best solution to the specific problem (one which takes into consideration the teacher's recognition of his or her own behavior in creating the situation).

STIMULUS ATTRIBUTES

1. The stimulus scenario of approximately eighty words will describe a school situation delineating (a) a teacher's behavior, reactions, general mood, and/or feelings, such as positive or negative attitude toward self, high or low self esteem, good or poor emotional adjustment, happy or depressed state of mind, consistency or inconsistency of behavior, etc., and (b) the students' behaviors.
2. The stimulus will ask the examinee to select from among four or five statements the one that best indicates (a) the teacher's social and emotional characteristics and (b) the reflection seen in the behavior of the students.

RESPONSE ATTRIBUTES

1. The correct response will describe a course of action which includes (a) correct recognition of the influencing teacher behavior and its influence on students and (b) the best solution to the stimulus situation.
2. The distractors will describe alternative courses of action which include (a) incorrect identification of social and/or emotional characteristics of the teacher and correct pinpointing of resulting behavior, (b) a single action rather than a social and/or emotional characteristic of the teacher and a resulting behavior, (c) correct social and/or emotional characteristic of the teacher but incorrect recognition of student behavior resulting from it, (d) wrong analysis of the problem with incorrect social and emotional characteristic and incorrect identification of resulting behavior, or (e) identification of a school policy rather than social and/or emotional characteristic(s) of the teacher.

Specification Supplement:
I; II

Competency	17
Subskill	c
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

Competency: Identify causes of classroom misbehavior and employ technique(s) for correcting it

Subskill: Identify physical, social, and emotional characteristics of the student that affect student behavior

GENERAL DESCRIPTION/RATIONALE

Given a description of student behavior in a classroom situation, the examinee will be expected to recognize (a) the physical, social, and emotional characteristics of the student(s) and how they affect student behavior in school and (b) teacher behaviors which respond adequately to this knowledge.

The characteristics include but are not limited to the following: physical---size, height, weight, appearance, athletic ability, coordination, poise, disfigurement, or handicaps; social---outgoing or withdrawn, friendly or antagonistic, in good or poor spirits, skilled or unskilled, cooperative or uncooperative, accurate or inaccurate in recognizing roles, aware or unaware of good hygiene; emotional---shy or at ease, happy or sad, peaceful or angry, secure or insecure, affectionate or cold, joyful or fearful, well adjusted or anxious/jealous/envious. The item is delimited to include only the influences these behaviors have in the school setting, even though it is recognized that these characteristics are part of the individual in and out of school.

STIMULUS ATTRIBUTES

1. The stimulus scenario of fifty to eighty words will describe a general school situation and student characteristics (physical, social, and emotional).
2. The stimulus will require the examinee to select from among four or five choices (a) the description that best exemplifies recognition of the student characteristic(s) involved and the consequences of this involvement or (b) the teacher response(s) to the situation that best incorporates understanding of these factors.

RESPONSE ATTRIBUTES

1. The correct response will contain (a) identification of the physical, social, and/or emotional characteristic(s) manifested by the student(s) and their influence on behavior in school or (b) teacher behavior(s)/reaction(s) which best recognize these characteristics.
2. The distractors may give (a) correct identification but incorrect behavior manifestation or correct teacher response to such, (b) incorrect identification and incorrect behavior modification or incorrect teacher recognition-response, (c) recognition of a

consequence of the student(s)' moods and emotions, (d) contradictory analysis of student(s)' characteristics and/or teacher behavior/ reaction to the situation, and/or (e) a description of a teacher's stereotyping in making selection of choices of characteristics and their influence on current school behavior.

Specification Supplement:
II

Competency	17
Subskill	d
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

Competency: Identify causes of classroom misbehavior and employ technique(s) for correcting it

Subskill: Identify out-of-school factors that affect student behavior

GENERAL DESCRIPTION/RATIONALE

Given a description of a classroom situation in which out-of-school factors may affect or are affecting classroom behavior of student(s), the examinee will choose the out-of-school factors which may be influencing the student(s)' behavior and/or recognize the most appropriate technique to solve or alleviate the situation.

Even though out-of-school factors are not under the teacher's control, teachers eventually have to cope with them as they affect student(s)' in-class and/or in-school behavior. Some of these factors include, but are not limited to, the formative environment, the socio-emotional environment, extra-curricular activities, social and sports events, etc.

STIMULUS ATTRIBUTES

1. The stimulus scenario of approximately eighty words may provide either or both of the following: (a) a description of events or conditions outside of the school which should be considered by the teacher in dealing with students; (b) a clearly stated classroom problem, the cause or roots of which are to be found in out-of-school factors or events.
2. The stimulus will require the examinee to select from among four or five choices (a) the potential cause of problems or specific external causes of a problem and/or (b) the best teacher behavior or intervention to solve or alleviate the problem.

RESPONSE ATTRIBUTES

1. The correct response will give the interfering out-of-school factor causing the problem in the classroom and/or the most appropriate technique to solve or alleviate it.
2. The distractors may include (a) in- and out-of-school factors and also an inappropriate technique for solving the problem, (b) a correct out-of-school factor but an incorrect recognition of its influence on student(s)' behavior and also an inappropriate technique for solving the problem, (d) a correct out-of-school behavior with a technique to correct it that may be inappropriate, or (e) an out-of-school factor influencing a school policy rather than student behavior with a corrective technique that does not apply.

Specification Supplement
II

Competency	17
Subskill	e
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

Competency: Identify causes of classroom misbehavior and employ technique(s) for correcting it

Subskill: Identify aspects which affect student behavior

GENERAL DESCRIPTION/RATIONALE

Given a description of specific classroom behavior which is directly related or attributed to instructional procedures and/or techniques, the examinee will recognize the instructional procedures and techniques most likely to be responsible for the situation, or given a description of a situation in which a technique is not working and is causing misbehavior, the examinee will recognize the problem and select the best solution or remedy.

STIMULUS ATTRIBUTES

1. The stimulus scenario of up to 100 words should depict typical classroom situations(s), either positive or negative, which, among other factors, describe related instructional procedures or techniques which are appropriate or inappropriate.
2. The stimulus will require the examinee to select from among four or five choices the one which identifies the offending technique or procedure or the option which describes the teacher response to a situation that best corrects the offending procedure or technique.

RESPONSE ATTRIBUTES

1. The correct response will indicate the examinee's recognition of (a) the ways instructional procedures and techniques can positively or negatively influence the classroom behavior of students and/or (b) procedures for correcting situations which incorporate this recognition.
2. The distractors may incorporate causative factors which are inaccurate for the situation such as: (a) teacher characteristics, not teaching technique, or student problem, not teacher problem; (b) physical factors in or out of the room rather than teaching techniques; (c) student characteristics rather than teaching techniques or procedures; or (d) a discipline problem

not related to teaching techniques or procedures; or (e) numerous possible causes of the misbehavior, unrelated to the described situation.

Specification Supplement:
VI

Competency	17
Subskill	f
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

Competency: Identify causes of classroom misbehavior and employ technique(s) for correcting it

Subskill: Demonstrate effective techniques and strategies for managing student behavior

GENERAL DESCRIPTION/RATIONALE

Given a classroom situation which describes various types of inappropriate student behaviors, the examinee will select the option which describes the potentially most suitable technique for correcting or avoiding the misbehavior. These stems should require knowledge of various techniques and procedures for managing behavior and will draw upon understandings of types of student discipline problems and the most suitable techniques/procedures to control various types of such problems.

Managing student behavior requires the teacher to know how to apply the principles of behavior management and control in situations such as, but not limited to, discipline, positive and negative reinforcement, motivation, individualized instruction, and establishment of positive attitudes toward learning. Teachers should be able to demonstrate competency in selecting alternative management techniques which are appropriate to the situation and which exemplify understanding of teaching and learning theories.

STIMULUS ATTRIBUTES

1. The stimulus scenario of approximately eighty words will describe a classroom situation which includes statements of individual, group, or class behavior problems.
2. The stimulus will ask the examinee to select from among four or five choices the technique/procedure best suited to control or solve the stimulus problem (with attention to students' age levels, class size and location).

RESPONSE ATTRIBUTES

1. The correct response will require that the examinee recognize the problem and identify the behavior management technique/procedure most suitable to control the situation. These behavior management techniques/procedures may include behavior modification, modeling, individualization of instruction, and/or direct intervention, to mention only a few.
2. The correct response will describe behavior management techniques most appropriate for the discipline problem presented in the stimulus.
3. The distractors may include (a) only one correct behavior management technique and one unsuitable technique, (b) two unsuitable behavior

management techniques, (c) instructional procedures rather than behavior management techniques, (d) teacher characteristics rather than behavior management techniques, or (e) student characteristics causing the discipline problems rather than behavior modification techniques.

Specification Supplement:
I

Competency	18
Subskill	a
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

Competency: Identify and/or develop a system for keeping records of class and individual student progress

Subskill: Construct a system for recording individual student knowledge and skills progress in a subject area

GENERAL DESCRIPTION/RATIONALE

Given a description or data covering the elements that should be considered in a system for recording individual student knowledge and skills progress, the examinee will be asked to respond to situations requiring application of understanding of those elements.

It will be necessary to draw upon foundations of curriculum development, implementation, and evaluation requisite to maintaining an accurate and current record of both individual and group student progress in attainment of objectives. The examinee will be expected to recognize the relationship of interim evaluations to adaptation of instruction in order to enhance individual student's mastery of knowledge and skills.

STIMULUS ATTRIBUTES

1. The stimulus will describe or demonstrate teacher behavior in constructing a recording system to show individual student's progress in a subject area.
2. The stimulus may include (a) a passage describing a situation involving a typical group of students, (b) a problem of one student, (c) a diagram of a recording system, or (d) a direct question.
3. The stimulus will ask the examinee to select from among four statements the behavior that is most suitable, with the direction to apply understandings from foundations of educational principles.

RESPONSE ATTRIBUTES

1. The correct response will focus on recording of individual student's progress.
2. The correct response will be one that is (a) suitable for the stimulus situation, (b) sequentially accurate (if the stimulus includes sequence), and (c) based on the elements of foundations listed in the Specification Supplement III B.1.
3. The distractors will be (a) out of suitable sequence, or (b) not suitable for the stimulus situation (in violation of the Supplement elements), or (c) not focussed on records of individual student's progress.

Specification Supplement:
III B.1

Competency	18
Subskill	b
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

Competency: Identify and/or develop a system for keeping records of class and individual student progress

Subskill: Identify methods for reporting individual student progress in knowledge and skills in a subject area

GENERAL DESCRIPTION/RATIONALE

Given a description or data covering the elements that should be included in a reporting system, the examinee will be asked to respond to situations requiring application of understanding of various reporting methods covering progress of individual students.

It will be necessary to draw upon foundations of tests and measurements and of methods of maintaining records of individual student's progress. For example, the examinee may be expected to recognize the difference between (a) norm-referenced and criterion-referenced reporting methods, (b) formative and summative procedures, and (c) continuous progress and ability-grouped curricula.

STIMULUS ATTRIBUTES

1. The stimulus will describe or demonstrate teacher/student/parent behaviors in determining a student's actual achievement level in mastering the basic knowledge and skills in a subject area.
2. The stimulus may include (a) a problem situation of fifty to sixty words, (b) conditions affecting the choice of reporting method, or (c) a direct question.
3. The stimulus will ask the examinee to select from among four statements the reporting method that (a) can increase or lessen a problem, (b) will supply the information required to solve a problem, (c) will explain the reasons for a situation.

RESPONSE ATTRIBUTES

1. The correct response will reflect understanding of suitable means of reporting individual student progress in knowledge and skills in a subject area.
2. Some correct responses may reflect concern for teacher/student/parent relations.
3. Distractors will be statements of methods which would be (a) suitable for reporting group rather than individual progress, (b) an inadequate reporting method, for example, one unrelated to objectives, or (c) mixtures of adequate/inadequate reporting methods.

Specification Supplement:
III

Competency	18
Subskill	c
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

Competency: Identify and/or develop a system for keeping records of class and individual student progress

Subskill: Identify methods for recording class progress in knowledge and skills in a subject area

GENERAL DESCRIPTION/RATIONALE

Given a description or data covering the performance of a class on a particular assignment, the examinee will select the option that represents the most suitable method of recording class progress.

It will be necessary to draw upon foundations of curriculum development, implementation and evaluation requisite to maintaining an accurate and current record of both individual and group student progress in attainment of objectives. The examinee will be expected to understand various methods of measuring group progress.

STIMULUS ATTRIBUTES

1. The stimulus will ask the examinee to select from among four statements the recording method most suitable for the described situation.
2. The stimulus will describe or demonstrate results of a teacher's assessment or plans of a teacher to record class progress in a subject area.
3. The stimulus may include (a) a passage describing a situation involving a typical class, (b) a diagram of a record system, or (c) a direct question.

RESPONSE ATTRIBUTES

1. The correct response will be a recording method that is (a) suitable for the stimulus situation, (b) sequentially accurate (if the stimulus includes sequence), and (c) based on the elements of foundations listed in the Specification Supplement III B.2.
2. The distractors will be methods that are (a) out of suitable sequence, or (b) not suitable for the stimulus situation (a violation of the Supplement elements), or (c) a mixture of suitable and unsuitable methods.

Specification Supplement:
III B.2

Competency	18
Subskill	d
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

Competency: Identify and/or develop a system for keeping records of class and individual student progress

Subskill: Identify a method for reporting class progress in knowledge and skills in a subject area

GENERAL DESCRIPTION/RATIONALE

Given a description of a realistic situation in which a teacher is asked to report particular kinds of performance/progress of a class, the examinee will draw upon understanding of tests and measurement and curriculum development, implementation, and evaluation to select the most appropriate method for reporting class progress in knowledge and skills in a subject area, using what is appropriate for the specific situation.

Recording class progress may require special understanding, e.g., what is suitable for one student or one parent may not be valuable for a group of teachers, counselors, administrators, parents, or agencies concerned with educational programs. Thus, state laws and county policies, as well as the variety of reporting methods available, should be known to teachers. Clarity and simplicity are desirable qualities, whether presenting information to naive persons or to professionals in education. Recording systems should be useful for any method that is required; thus, the teacher must understand systems as the basis for developing a report.

STIMULUS ATTRIBUTES

1. The stimulus of fifty to eighty words will describe situations that require selecting a reporting method of class performance/progress appropriate to a particular audience or for a specific purpose.
2. The stimulus may include such situations as the following: principals' requests for information to report to the public (summative), department chairpersons' requests for data relevant to developing curricula (formative), a superintendent's request for an audit report, parent organizations' requests for comparative reports, and requests from agencies engaged in setting educational policy or developing budgets.

RESPONSE ATTRIBUTES

1. The correct response/option will consider the nature of the subject being reported, the audience receiving the message, and the accuracy of the method and will be the best option of those provided.
2. The distractors will be incorrect methods developed by mixing the variables of subject, audience, and accuracy, with some in each item correct and some incorrect, or will be reporting methods used only in reporting individual student progress.

Specification Supplement:
III

3. The stimulus will ask the examinee to select from among four or five options the one best suited for the stimulus situation.

Competency	18
Subskill	2
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

Competency: Identify and/or develop a system for keeping records of class and individual student progress

Subskill: Demonstrate knowledge of the laws and policies governing the content and use of student records

GENERAL DESCRIPTION/RATIONALE

Given a description of a situation in which a teacher is requested either to (a) enter pertinent information of student progress on the school's permanent records (cumulative folders) or (b) discuss with students/parents/agencies the evidence of course assessment data, state assessment tests, or nationally normed achievement tests, the examinee will select (a) the legally and educationally sound recording/reporting method and/or (b) the recording/reporting method that gives the meaning of test information and the implications of the information within the limits of public laws and county policy.

This item requires the examinee to understand (1) recording and reporting systems suitable to convey adequate information of class and individual student progress, (2) the meanings of such information in terms understandable to students/parents/guardians, (3) the implications of assessment scores for current status of students and for future instruction, and (4) both the confidentiality of student records and the rights of students/parents/guardians to know and challenge the records of the individual student's own progress.

STIMULUS ATTRIBUTES

1. The stimulus scenario of fifty to eighty words will describe a situation concerning the content and use of student records which will ask the examinee to respond to the situation in a manner consistent with public law and county policy.
2. The stimulus will ask the examinee to select from among four or five choices the option which will be the best action to take within the limits imposed by public laws and county policy.

RESPONSE ATTRIBUTES

1. The correct response will require action concerning the content and use of student records that is most suitable within the limits of legally and educationally sound policies.
2. The distractors will be (a) inappropriate content (illegal), (b) unsuitable use of information according to either educational principles or legal policies, (c) use of individual student information in a manner that does not conform to legal policies, or (d) a combination of the use of inappropriate content or unsuitable use of class or individual student records according to legal policies.

Competency	<u>20</u>
Subskill	<u>b</u>
Item No.	
(If more than one item for subskill)	<u>1</u>

ITEM SPECIFICATION

Statement

Competency: Identify and/or demonstrate behaviors which reflect a feeling for the dignity and worth of other people, including those from other ethnic, cultural, linguistic, and economic groups

Subskill: Assist students in understanding that individual differences enable each person to make unique contributions to the group effort

GENERAL DESCRIPTION/RATIONALE

Given a scenario in which a student possesses a disability that has a bearing on mastery of an instructional objective, the examinee will identify the best course of action to assist the student in mastering the objective to the best of his/her ability.

Before making decisions regarding the handicapped student, the teacher candidate should be able to determine limitations imposed by the disability as well as perceptions of how an individual perceives his/her disability. In forming expectations, the teacher candidate should avoid stereotyping and should be aware that the term "disability" is not synonymous with the term "handicapped."

STIMULUS ATTRIBUTES

1. The scenario may be up to seventy-five words in length.
2. The scenario is applicable to all age groups and can be applied to different class settings and situations.
3. A situation is described involving individual differences.

RESPONSE ATTRIBUTES

1. The correct option is the first logical step in planning a lesson in which a student's disability may be a factor in mastering an instructional objective. This step is determining objectively the limits of a disability and the student's perception of it.
2. One incorrect foil prepares a class but makes unwarranted assumptions about the nature of the disability.
3. One incorrect foil has a student informing the class about the nature of his/her disability but ignores first having obtained the child's own perception of it, thus creating a potentially embarrassing situation.

4. One incorrect foil only gives the child a choice of whether to participate, thus potentially ignoring possible growth opportunities for both the student who may needlessly decline the opportunity and the class for not becoming more fully informed about the nature of disabilities and handicaps.

Specification Supplement:
II

Competency	20
Subskill	b
Item No.	
(If more than one item for subskill)	2

ITEM SPECIFICATION

Statement

- Competency:** Identify and/or demonstrate behaviors which reflect a feeling for the dignity and worth of other people, including those from other ethnic, cultural, linguistic, and economic groups
- Subskill:** Assist students in understanding that individual differences enable each person to make unique contributions to the group effort

GENERAL DESCRIPTION/RATIONALE

Given a scenario in which students show a great deal of prejudice because of a lack of information about individual differences, the examinee will identify the best procedures to help the class become more accepting.

A teacher candidate should be aware that in dealing with prejudice or unwarranted assumptions about other people, one must treat affective states before cognitive states. Thus, in order to foster more accepting attitudes, the teacher should first allow students the opportunity to express their fears and opinions before faulty underlying assumptions or logic can be dealt with effectively on a rational basis.

STIMULUS ATTRIBUTES

1. The scenario may be 75-100 words in length.
2. The situation is one calling for the teacher to cope with an instance in which an individual has a disability or is different from others in some noticeable respect and tends to withdraw from class activities.
3. The scenario is appropriate to all age and classroom settings.
4. The examinee is directed to identify the most appropriate response to encourage greater participation and communication between the disabled student and the class.
5. The nature of the disability does not preclude the individual from contributing to the group effort.

RESPONSE ATTRIBUTES

1. The correct option allows the student and other class members to express their feelings and opinions as a first step in fostering better rapport.
2. One incorrect foil permits further isolation between the student and the peer group by avoiding confrontation that facilitates greater rapport.
3. One incorrect foil deals inappropriately by relating only to the cognitive level of understanding.
4. One incorrect foil shows lack of respect for the student's capability to cope with failure and to know his/her limits.

Specification Supplement:
II

Competency	20
Subskill	c
Item No.	
(If more than one item for subskill)	1

ITEM SPECIFICATION

Statement

Competency: Identify and/or demonstrate behaviors which reflect a feeling for the dignity and worth of other people, including those from other ethnic, cultural, linguistic, and economic groups

Subskill: Demonstrate awareness of cultural differences in dress, beliefs, and practices

GENERAL DESCRIPTION/RATIONALE

Given a scenario of a classroom situation calling for a teacher to cope with how individuals perceive their own cultural and individual identities, the teacher will identify as the best response the one which allows class members the opportunity to achieve awareness of how an individual perceives cultural and individual aspects of his/her identity.

There are wide differences in the ways in which individuals perceive the relative importance of racial, cultural, and individual aspects of their identity. Misunderstandings and interpersonal discord can occur when one does not appreciate or respect attributes that are uniquely valued by another. Thus, teacher candidates should be sensitive to the limitations of stereotyping and to how individuals perceive stereotypes in terms of their own self-concepts so that they do not make unwarranted assumptions in reacting to students.

STIMULUS ATTRIBUTES

1. The scenario may be 75-100 words in length.
2. Age, race, sex, grade, and other personal characteristics are given.
3. It is important to include several important identity attributes such as race, appearances, talents, and accomplishments.
4. The situation calls for introducing a child to the class or some instance which necessitates that the examinee be aware of the ways in which an individual perceives and integrates aspects of his or her identity.

RESPONSE ATTRIBUTES

1. The correct option is one which allows the student to express what is important to him or her.
2. All incorrect foils make faulty assumptions about which aspects of student identity are most important.
3. Two foils place the teacher in a situation in which the teacher is the focus of the action.
4. One foil transfers the action to the child but limits the child's latitude in expressing important aspects of his or her identity.

Specification Supplement:

II

Competency	20
Subskill	c
Item No.	
(If more than one item for subskill)	2

ITEM SPECIFICATION

Statement

Competency: Identify and/or demonstrate behaviors which reflect a feeling for the dignity and worth of other people, including those from other ethnic, cultural, linguistic, and economic groups

Subskill: Demonstrate awareness of cultural differences in dress, beliefs, and practices

GENERAL DESCRIPTION/RATIONALE

Given a scenario which dramatically highlights cultural and racial differences and/or similarities, the examinee will identify the best response to communicate differences and similarities between and among groups.

Teacher candidates should be able to demonstrate an awareness of cultural and racial differences and how these differences manifest themselves and can be dealt with as part of group process. Hence, teacher candidates should be knowledgeable of appropriate teacher interventions which may foster acceptance of cultural and racial differences within a group or classroom.

STIMULUS ATTRIBUTES

1. The scenario may be 75-100 words in length.
2. Distinct racial or cultural differences among or between students are included.
3. The situation can be applied to all age and classroom settings.
4. The objective is to capitalize on cultural or racial richness of the situation as a learning experience while dealing with the interpersonal intricacies posed.

RESPONSE ATTRIBUTES

1. The correct option allows for all groups in the class to express their uniqueness without isolating any group.
2. One incorrect foil assumes cultural similarities on the basis of race.
3. One incorrect foil ignores potential interpersonal problems and opportunities to foster increased cultural awareness.
4. One incorrect foil places the burden of assimilation on the culturally or racially different student(s) by spotlighting the differences and casting others only in the role of spectator.

Specification Supplement:
II

Competency	<u>20</u>
Subskill	<u>c</u>
Item No.	
(If more than one item for subskill)	<u>3</u>

ITEM SPECIFICATION

Statement

- Competency: Identify and/or demonstrate behaviors which reflect a feeling for the dignity and worth of other people, including those from other ethnic, cultural, linguistic, and economic groups
- Subskill: Demonstrate awareness of cultural differences in dress, beliefs, and practices

GENERAL DESCRIPTION/RATIONALE

Given a scenario in which the topic of discussion may offend individuals on the basis of racial, ethnic, or religious grounds, the examinee will identify the most appropriate course of action from among alternatives that would indicate cultural or racial sensitivity.

In a pluralistic and heterogeneous society, different symbols or topics of communication convey different meanings or invoke a variety of responses. Often, unfavorable responses are a function of race, religion, or ethnic group membership. Thus, teacher candidates should be sensitive to topics, words, or issues that may affront individuals because of differences in cultural beliefs or attitudes.

STIMULUS ATTRIBUTES

1. The scenario may be fifty to seventy-five words in length.
2. The scenario provides age, grade, and subject data.
3. The scenario deals with controversial subject matter.
4. The teacher objective is to insure a cooperative and successful learning experience.

RESPONSE ATTRIBUTES

1. The correct option indicates sensitivity to a controversial or sensitive topic.
2. Three incorrect foils are all acceptable steps in the process of planning a lesson but ignore the potential sensitivity of the topic.

Specification Supplement:
II

Competency	<u>20</u>
Subskill	<u>c</u>
Item No.	
(If more than one item for subskill)	<u>4</u>

ITEM SPECIFICATION

Statement

Competency: Identify and/or demonstrate behaviors which reflect a feeling for the dignity and worth of other people, including those from other ethnic, cultural, linguistic, and economic groups

Subskill: Demonstrate awareness of cultural differences in dress, beliefs, and practices

GENERAL DESCRIPTION/RATIONALE

Given a learning situation in which the material may offend individuals on the basis of religious or cultural beliefs, practices, and/or parental or personal values, the examinee will identify the most appropriate course of action to communicate respect for such differences.

It is not enough that teacher candidates are aware of culturally sensitive words, topics, or issues; they should also be knowledgeable of how to cope with situations in which certain topics or issues may affect the learning situation for individuals in the class. Respect for cultural differences can be communicated through the choices offered to individuals or to the class.

STIMULUS ATTRIBUTES

1. The scenario may be 75-100 words in length.
2. Age, grade, and subject matter are given.
3. The subject, content, or approach is one which may pose hindrance to an optimal learning environment because of religious or moral beliefs or attitudes.

RESPONSE ATTRIBUTES

1. The correct option identifies the approach which recognizes and communicates respect for differences in cultural beliefs and attitudes among students.
2. One foil is incorrect because it draws attention to specific students and embarrasses them.
3. One foil simply allows the teacher to diminish (i.e., "water down") the potential effectiveness of the lesson.
4. One foil suggests that the teacher implicitly ignore the potential impact of cultural differences on students and proceed with the lesson.

Specification Supplement:
II

Competency	20
Subskill	d
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

Competency: Identify and/or demonstrate behaviors which reflect a feeling for the dignity and worth of other people, including those from other ethnic, cultural, linguistic, and economic groups

Subskill: Establish an environment for positive communication and interaction among students from different sociocultural backgrounds

GENERAL DESCRIPTION/RATIONALE

Given a situation in which there is a disturbance brought about by a change in the sociocultural environment, the examinee will identify the best response to help students cope with the situation in ways that promote open and honest communication.

Often, teachers are faced with changes brought about by an infusion of new students, new materials, reconstruction, redistricting, or social policy changes. Teacher candidates should know how to cope with such changes in such a way as to take advantage of the opportunity for growth as well as for understanding different people and cultures.

STIMULUS ATTRIBUTES

1. The scenario may be 100 words in length.
2. The scenario describes a potentially explosive social situation calling for a constructive teacher intervention.
3. The situation involves two or more different racial or cultural groups.
4. Nonverbal behavior of the students is described.

RESPONSE ATTRIBUTES

1. The correct foil acknowledges student affective states and encourages the expression of feelings and opinions as the most appropriate first step in fostering rapport. Rule: In emotionally tense situations, affective states must be dealt with before cognitive or rational states.
2. One incorrect foil is a laissez faire approach which inappropriately places full responsibility on students for coping with the situation.
3. One incorrect foil dismisses affect with an authoritarian teacher response.
4. One incorrect foil is a premature solution to the problem which ignores student affect.

Specification Supplement:

I; II

Competency	21
Subskill	b
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

Competency: Demonstrate instructional and social skills which assist students in developing a positive self-concept

Subskill: Assist students in initiating self-directed learning

GENERAL DESCRIPTION/RATIONALE

Given a scenario in which a student has unstructured time, the examinee will select the most appropriate approach to promote self-directed learning.

One of the ultimate aims of education is to teach children how to learn. An aspect of this capability is the development of a value for independent learning. The teacher candidate should be able to identify intrinsic motives in students which encourage meaningful, self-directed learning such that students voluntarily seek new learning experiences.

STIMULUS ATTRIBUTES

1. The scenario may be approximately 150 words in length.
2. The scenario provides relevant age, grade, and sex data to simulate a real classroom situation.
3. The situation created for the item can include all ages and grades.
4. The scenario describes intrinsic motivators but does not label them as such.

RESPONSE ATTRIBUTES

1. The correct option encourages self-directed learning by using the student's intrinsic motivation.
2. One foil guides the student to resources required for independent learning but does not follow through with relating the materials or resources to a student's intrinsic motives, thus leaving a constructive learning experience to chance.
3. One incorrect foil encourages the use of extrinsic motives such as grades, extra-credit, etc.
4. One incorrect foil allows the student to engage in whatever activity he or she wishes. While such action may establish an environment for independent learning, it nevertheless does not promote self-directed learning.

Specification Supplement:
VI

Competency	21
Subskill	c
Item No.	
(If more than one item for subskill)	

ITEM SPECIFICATION

Statement

- Competency:** Demonstrate instructional and social skills which assist students in developing a positive self-concept
- Subskill:** Assist students in understanding their needs, motives, experiences, and individual value and dignity

GENERAL DESCRIPTION/RATIONALE

Given a scenario in which a teacher anticipates that students will be faced with situations which present difficult decisions because of value conflicts, the examinee will identify the best course of action to help students prepare for such situations.

As students grow, they are often faced with difficult and important decisions in which they possess little knowledge of their own values and about the consequences resulting from such decisions. In such situations, students often rely on the peer group for support and guidance which can lead to value conflicts. Sometimes topics covered in the classroom engender discussions which bear upon important choices facing students every day. Thus, teacher candidates should be able to assist students to explore their own values vis-a-vis group values and to become knowledgeable about the consequences of such choices.

STIMULUS ATTRIBUTES

1. The scenario may be fifty to seventy-five words in length.
2. Situations are presented which involve difficult choices and values conflicts, such as those involving alcohol abuse, drug abuse, theft, career choice, early marriage, pregnancy, abortion, etc.
2. The situation is cast in the future tense in which a teacher hopes to prepare students to face difficult decisions responsibly.

RESPONSE ATTRIBUTES

1. The correct option is one which calls for students to explore their own attitudes, feelings, and information (or lack of it) as a first step in the problem-solving process.
2. One incorrect foil merely sets forth behavioral contingencies (negative reinforcement) and concerns mainly the issue of "getting caught."
3. One foil is incorrect because it deals only with information.
4. One foil (a testimonial by "someone-who-was-there") is incorrect because it may well reinforce an attitude of "I'm sorry it happened to you, but it won't happen to me."

Specification Supplement:

II

Competency	21
Subskill	d
Item No.	
(If more than one item for subskill)	1

ITEM SPECIFICATION

Statement

- Competency:** Demonstrate instructional and social skills which assist students in developing a positive self-concept
- Subskill:** Select and use curriculum materials in accordance with the abilities and mastery levels of individual students

GENERAL DESCRIPTION/RATIONALE

Given a scenario in which there has been an inappropriate choice of learning materials for a segment of a class in relation to ability level, the examinee will identify the most appropriate course of action which maintains the dignity and worth of all individuals in the class.

The potential to inflict damage to a student's self-concept through the use of curriculum materials which are too difficult for his ability level is a problem that teacher candidates should be aware of, not only in the selection of materials but also in their utilization. Since materials can seldom be appropriate for all students, teacher candidates should be able to respond to students who are experiencing difficulty in a manner that meets the students' educational needs while maintaining their feeling of dignity and worth.

STIMULUS ATTRIBUTES

1. The scenario may be twenty-five to fifty words in length.
2. The scenario is appropriate in terms of contextual factors for age of the main characters.
3. The situation is one in which some students are unable to use or comprehend instructional materials because of limitations in ability or experiences.

RESPONSE ATTRIBUTES

1. The correct option provides assistance to students who need it without embarrassing them.
2. One incorrect foil ignores the need for special assistance.
3. One incorrect foil provides an instructional intervention which is inappropriate.
4. One incorrect foil provides appropriate instructional intervention in a way which embarrasses the student.

Specification Supplement:
II; VI

Competency	21
Subskill	d
Item No.	
(If more than one item for subskill)	2

ITEM SPECIFICATION

Statement

Competency: Demonstrate instructional and social skills which assist students in developing a positive self-concept

Subskill: Select and use curriculum materials in accordance with the abilities and mastery levels of individual students

GENERAL DESCRIPTION/RATIONALE

Given a scenario in which there has been an inappropriate selection of learning materials that do not relate to the experiences and/or values of individuals or groups of students, the examinee will identify the most effective course of action to address the learning needs of students for whom the materials are inappropriate.

Sometimes teachers are faced with situations in which curriculum materials are so irrelevant or biased relative to student experiences or values that they may actually affront a student's self-esteem. In such situations, teacher candidates should be able to respond to the needs of students in a manner that will preserve the dignity and worth of individuals who may be unable to relate to the instructional materials.

STIMULUS ATTRIBUTES

1. The scenario may be 100 words in length.
2. Age, grade, and sex data are included.
3. There is a discrepancy between the content or values implied in the learning materials and a student's experiences, background, and/or values.

RESPONSE ATTRIBUTES

1. The correct option recognizes the need for learning materials that relate to the individual student's experiences, background, and values by adding to the total learning resources available to the class.
2. One incorrect foil places the focus of attention on the disadvantaged or affronted student and may cause embarrassment.
3. One foil merely "explains away" the situation and does not take advantage of a learning opportunity.
4. One option ignores the situation.

Specification Supplement:
II; IV

Competency	22
Subskill	d
Item No.	
(If more than one item for subskill)	1

ITEM SPECIFICATION

Statement

Competency: Demonstrate instructional and social skills which assist students in interacting constructively with their peers

Subskill: Use techniques that assist students in examining their values, attitudes, and beliefs

GENERAL DESCRIPTION/RATIONALE

Given a scenario containing an irrational or illogical statement by a student, the examinee will choose the most facilitative response that captures the underlying feeling and promotes self-exploration.

The communication of empathy is an essential ingredient in fostering self-exploration of values, attitudes, and beliefs. An aspect of empathy is congruence, the ability to respond accurately to the feeling level of a student in fostering self-exploration. Teacher candidates should be able to demonstrate a sensitivity to latent or underlying feelings expressed in student statements. This capacity calls for the ability to respond to a feeling rather than merely to the content of a statement.

STIMULUS ATTRIBUTES

1. The scenario may be fifty words in length.
2. Age, grade, and sex data are provided as context elements.
3. The major character(s) express strong emotion.
4. The examinee is directed to identify the most facilitative response to foster student self-exploration.

RESPONSE ATTRIBUTES

1. The correct foil is the most facilitative response which accurately interprets the feeling implied in the statement. It can also be phrased in the form of a question and can provide additional substance to which the students may respond.
2. One incorrect foil states the feeling inaccurately.
3. One incorrect foil addresses content only.
4. One incorrect foil is a defensive response on the part of the teacher brought about by a misinterpretation of the student's statement.

Specification Supplement:
II

Competency	22
Subskill	d
Item No.	
(If more than one item for subskill)	2

ITEM SPECIFICATION

Statement

Competency: Demonstrate instructional and social skills which assist students in interacting constructively with their peers

Subskill: Use techniques that assist students in examining their values, attitudes, and beliefs

GENERAL DESCRIPTION/RATIONALE

Given a scenario describing a classroom or group discussion situation, the examinee will identify the most appropriate course of action to initiate open and free discussion or to restore it if open communication has broken down.

Teacher candidates should be able to identify the appropriate techniques to foster open and free discussion of issues. This capability calls for the ability to ask appropriate open-ended questions or to respond to affective states of the group should open and honest communication become stalled.

STIMULUS ATTRIBUTES

1. The scenario may be 100 words in length.
2. Age, grade, and class data are provided to create a real-life context.
3. The scenario describes a group about to embark on a discussion or a group that has become stymied.
4. The examinee is directed to select the most appropriate response to assist a group (or class) in initiating an open and free discussion or in restoring it.

RESPONSE ATTRIBUTES

1. The correct foil responds to the group feeling, asks an open-ended question, or addresses the problem related to the breakdown in communication.
2. One incorrect foil makes a premature leap to force the action.
3. One incorrect foil singles out a student at the risk of embarrassment.
4. One incorrect foil threatens or attempts to shame the class or group into talking.

Specification Supplement:
I; II; VI

Competency	22
Subskill	d
Item No.	
(If more than one item for subskill)	3

ITEM SPECIFICATION

Statement

Competency: Demonstrate instructional and social skills which assist students in interacting constructively with their peers

Subskill: Use techniques that assist students in examining their values, attitudes, and beliefs

GENERAL DESCRIPTION/RATIONALE

Given a scenario in which a teacher anticipates that students will be faced with situations which present difficult decisions because of value conflicts, the examinee will identify the best course of action to help students prepare for such situations.

As students grow, they are often faced with difficult and important situations in which they possess little knowledge of their own values and about the consequences resulting from such decisions. In such situations, students often rely on their peer group for support and guidance, which can lead to value conflicts. Sometimes topics covered in the classroom engender discussions which bear upon important choices facing students every day. Thus, teacher candidates should be able to assist students in helping them explore their own values vis-a-vis group values and to become knowledgeable about consequences of such choices when opportunities arise.

STIMULUS ATTRIBUTES

1. The scenario may be fifty to seventy-five words in length.
2. Situations are presented which involve difficult choices and value conflicts, such as those involving alcohol abuse, drug abuse, theft, career choice, early marriage, pregnancy, abortion, etc.
3. The situation is cast in the future tense in which a teacher hopes to prepare students to face difficult decisions responsibly.

RESPONSE ATTRIBUTES

1. The correct response is one which calls for students to explore their own attitudes, feelings, and information (or lack of it) as a first step in the problem-solving process.
2. One incorrect foil merely sets forth behavioral contingencies (negative reinforcement) and concerns mainly the issue of "getting caught."
3. One foil is incorrect because it deals only with information.
4. One foil (a testimonial by "someone-who-was-there") is incorrect because it may well reinforce an attitude of "I'm sorry it happened to you, but it won't happen to me."

Specification Supplement:

I; II

Competency	22
Subskill	d
Item No.	
(If more than one item for subskill)	4

ITEM SPECIFICATION

Statement

Competency: Demonstrate instructional and social skills which assist students in interacting constructively with their peers

Subskill: Use techniques that assist students in examining their values, attitudes, and beliefs

GENERAL DESCRIPTION/RATIONALE

Given a description of symptoms indicating a need to explore values, the examinee will identify the most appropriate intervention that will facilitate the exploration of values rather than treating symptoms.

A teacher candidate should be aware of the danger of too quickly considering and selecting alternative solutions to problems before first having dealt with one's personal values. When helping students acquire problem-solving skills, the exploration of values becomes an essential consideration. Therefore, teacher candidates should be able to recognize when the exploration of values is called for when students face both personal and academic problems.

STIMULUS ATTRIBUTES

1. The scenario may be up to seventy-five words in length.
2. Age, grade, and sex data are provided.
3. The situation is one in which the student exhibits behavior which calls for teacher intervention and the exploration of values and/or beliefs.
4. The phase in the problem-resolution sequence follows the awareness and acceptance stages.
5. The problem may involve school, parents, family, peers, occupation, etc.

RESPONSE ATTRIBUTES

1. The correct response recognizes the need to explore values and to gain perspectives on a problem in relation to other facets of life. It also recognizes important values already apparent in the situation.
2. One foil is a palliative that obviates helping someone with the process of self-exploration as is called for by the situation.
3. One incorrect foil provides advice to do something which may or may not be effective. It also encourages low level problem-solving behavior which is tantamount to trial and error.
4. One foil encourages the displacement of frustration without helping the student examine his/her own needs and values.

Competency	22
Subskill	d
Item No.	
(If more than one item for subskill)	5

ITEM SPECIFICATION

Statement

Competency: Demonstrate instructional and social skills which assist students in interacting constructively with their peers

Subskill: Use techniques that assist students in examining their values, attitudes, and beliefs

GENERAL DESCRIPTION/RATIONALE

Given a scenario in which a student is placed in the role of outcast because of adhering to his or her values, the examinee will choose the most appropriate response to help the student analyze and cope effectively with value conflicts.

Often group membership engenders value conflicts between individual values and group values. It becomes important for the teacher candidate to help students explore values when peer pressure does not suit individual needs or goals. Value conflicts call for clarification of individual and group values relative to certain courses of action in solving a problem. Teacher candidates should be able to assist students in developing values clarification skills and problem-solving skills rather than merely offering good parental advice.

STIMULUS ATTRIBUTES

1. The scenario may be fifty to seventy-five words in length.
2. The scenario may concern a wide variety of value conflict situations, such as drugs, sex, vandalism, truancy, etc.
3. The scenario situation should be consistent with the problems of the age group cited.
4. The situation describes a conflict between individual and group values.

RESPONSE ATTRIBUTES

1. The correct response assists students in identifying needs and values by analyzing the benefits and costs of group membership.
2. One incorrect foil misses an opportunity to teach values clarification processes and decision-making, and provides a ready-made solution for the student.
3. One incorrect foil offers only a banal, vacuous cliché which completely ignores the student's dilemma.
4. One incorrect foil ignores the student's affiliation needs and makes a value judgement for the student.

Specification Supplement:
II

Competency	23
Subskill	b
Item No.	
(If more than one item for subskill)	1

ITEM SPECIFICATION

Statement

Competency: Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs

Subskill: Establish teaching strategies that allow students to make choices based on clearly defined consequences

GENERAL DESCRIPTION/RATIONALE

Given a child's expressed interest in an activity, the examinee will identify an appropriate a) achievement indicator, and/or b) ability indicator, and/or c) interest indicator to assist the student in exploring his or her aptitude for it.

An aptitude is a predictive concept in which achievements, abilities, and interests are elements that contribute to the formulation of a prediction. Achievements are reflected in prior accomplishments (i.e., have done), abilities are those skills an individual possesses in the present (i.e., can do), while interests express activities an individual would like to engage in. These three elements then contribute to the derivation of aptitudes.

Teacher candidates should be able to assist students in exploring their interests, abilities, and prior accomplishments in selecting new goals or trying new experiences. Thus, teacher candidates should be familiar with basic techniques and measures which help students explore these attributes to form reasonable expectations about future possibilities for growth and development.

STIMULUS ATTRIBUTES

1. The length of the situation or scenario is approximately fifty words.
2. The age and grade of the student is provided.
3. The student expresses an interest in pursuing a new activity or goal. The focus is on school- or career-related interests, if possible.

RESPONSE ATTRIBUTES

1. The correct response is the most appropriate and reliable source of information to assist a child in exploring abilities, interests, or accomplishments.
2. One foil is clearly an invalid indicator or measure.
3. One foil is an invalid indicator of the wrong entity (e.g., using an interest measure to assess abilities).
4. One foil is invalid because it makes an inappropriate assumption.

Specification Supplement:
II; VI

Competency	<u>23</u>
Subskill	<u>b</u>
Item No.	
(If more than one item for subskill)	<u>2</u>

ITEM SPECIFICATION

Statement

Competency: Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs

Subskill: Establish teaching strategies that allow students to make choices based on clearly defined consequences

GENERAL DESCRIPTION/RATIONALE

Given a scenario calling for the setting or maintaining of clearly defined guidelines for group behavior, the examinee will identify procedures required to effectively establish or maintain them.

Teacher candidates should be able to demonstrate mastery of important rules and principles related to maintaining order and discipline. An important aspect of maintaining order is to set firm guidelines and consequences for breaking them. If students then choose to break them, the consequences are imposed immediately and unequivocally.

STIMULUS ATTRIBUTES

1. The scenario may be 100 words in length.
2. The situation is one calling for establishing and maintaining limits.
3. A student chooses to break them.

RESPONSE ATTRIBUTES

1. The correct response stresses following through immediately with established contingencies.
2. One or two foils fail to follow through immediately, thus not setting firm limits.
3. One incorrect foil changes or violates the conditions set forth in the contingency.

Specification Supplement:
II; VI

Competency	23
Subskill	b
Item No.	
(If more than one item for subskill)	3

ITEM SPECIFICATION

Statement

Competency: Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs

Subskill: Establish teaching strategies that allow students to make choices based on clearly defined consequences

GENERAL DESCRIPTION/RATIONALE

Given a situation in which there is a conflict over territory, pecking order, roles, etc., the examinee will identify the best response to foster self-exploration and the development of mature ways of coping with conflict.

Sometimes conflict breaks out over roles, pecking order, territorial imperatives, goals, resources, etc., and it becomes important for teacher candidates to assist students in developing ways of coping with conflict other than physically vanquishing an adversary. It is important that students acquire the art and skill of compromise and reconciliation and are able to differentiate causes from symptoms in conflict identification. A significant aspect of this skill is for both adversaries to accept responsibility for their actions and their consequences.

STIMULUS ATTRIBUTES

1. The scenario describing the situation is 75-100 words in length.
2. The situation is one that typically induces overt hostility or overreaction.
3. The conflict can be one over pecking order, distribution of resources, territorial imperatives, incompatible goals, etc.
4. The content of the conflict should be appropriate for the age group given.

RESPONSE ATTRIBUTES

1. The correct option fosters exploration and assumption of responsibility for the actions of both adversaries.
2. One incorrect foil concerns only the one who "started it."
3. One incorrect foil holds both parties responsible but does not promote self-exploration and growth, only punishment should it happen again.
4. One incorrect foil ignores the opportunity of developing better conflict-resolution skills and merely relocates the time and place of unproductive confrontation.

Specification Supplement:
I; II

SPECIFICATION SUPPLEMENT:

Content Base for the Professional Education Subtest

I. Classroom Management

A. Principles

Authorities are in general agreement that:

1. teachers have failed in instructional procedures if students misbehave;
2. one does not eliminate undesirable behavior most effectively by use of punishment;
3. teachers need tactics to deal with immediate problems and strategies for solving problems affecting an entire class;
4. teachers must understand that external motivation is a control technique, which through reinforcement may become an internal motivation drive;
5. without mutual respect, little constructive work can be accomplished;
6. democratic living depends upon mutual respect, consideration of others, and courtesy;
7. mutual respect, consideration of others, and courtesy are the cornerstones of a healthy self-concept;
8. instruction is required to demonstrate the meaning of classroom mutual respect, consideration of others, and courtesy.

B. Setting Standards for Student Behavior

1. Basis for setting standards and understanding causes of misbehavior:
 - a. individual needs and backgrounds
 - b. the nature of both individual behavioral stages of development and various levels of classes as a whole
 - c. interrelated variables and conditions which result in common predictable group reactions to establishing and adhering to classroom standards
 - d. effects of student(s)' characteristics on classroom behavior
 - e. effects of group standards and norms on individual behavior
2. Desired characteristics of standards:
 - a. flexibility and modification in an emergency
 - b. enforceability of rules
 - c. clarity of rules and standards
 - d. applicability to consistency, not to specific incidents

- e. applicability to immediate situations as well as establishment of applicability to satisfactory long-term conditions
- f. emphasis on positive rather than negative aspects of behavior
- g. absence of sarcasm or threats

C. Physical Factors Involved

Some physical factors which are important to control of the classroom environment are:

- 1. seating arrangement
- 2. type of furniture
- 3. lighting
- 4. heating
- 5. chalkboards
- 6. size of room
- 7. working space
- 8. location of materials in relation to students' desks
- 9. temperature of room
- 10. lighting
- 11. location of teacher

D. Safety and Emergency Procedures

- 1. Principles
 - a. The teacher's first and foremost responsibility is the protection of students.
 - b. Teachers should know emergency drill routines, exit doors, and reasons that specific procedures are important in specific emergencies (e.g., the effects of drafts in kindling fires).
 - c. Specific responsibilities in cases of emergency must be taught to students.
 - d. The teacher is responsible for training students so that they do not panic. Monthly drill is not enough. Safety needs to be discussed and acted out, especially with younger students.

2. Procedures

Organizations concerned with safety procedures in the event of predictable emergencies provide suggestions for the persons involved in such situations:

- a. The content of emergency drills should be made known to teachers and students. Practice should follow instruction.
- b. Types of emergency situations should be known: fires, bomb threat, tornado watch, flash flood interrupting bus service, sudden leader/teacher illness necessitating hospitalization, student accident or severe illness, and evacuating a school bus.
- c. Procedures include evacuation of buildings/dangerous areas, calls to authorities or agencies, provision of food and sleeping arrangements, use of buildings as shelters, and notification of parents.

E. Involving Students

Rationale: Authorities are in general agreement that teacher-student planning should be viewed in two important ways:

1. Students' suggestions to help in solving problems should be a part of class activities. Students can be guided and supported without imposition of a teacher's wishes and authority. The teacher's role is to offer alternatives and advice (based on prior experience).
2. When students take part in decision-making, they are likely to accept routines and procedures. Management should maximize the time that students can spend in productive work; this result of planning will enhance students' self-concepts about their abilities to make decisions. Repeated experiences of solving classroom management problems will help students develop inner controls.

II. Development of Students

A. Phenomena and Theories

1. Scientific Method: Terms and Concepts

Observation	Cross-sectional method
Prediction	Normative studies
Control	Measurement
Case study method	Error
Experimental method	Causality
Interview method	Evaluation
Longitudinal method	Interview method

2. Developmental Phenomena: Terms and Concepts

Critical period	Theoretical Bases
Maternal deprivation	J. Piaget
Weaning	S. Freud
Imprinting	E. Erikson
Maturation	Kohlberg
Socialization	N. Bayley
Surrogate parent	H. Harlow
Toilet training	Gagne
Prenatal development	Thurstone
Neonate	Guilford
	Binet
	Terman
	Wechsler

3. Behavioral Phenomena: Terms and Concepts

Simple learning	Theoretical Bases
Complex learning	Pavlov
Operant conditioning	Skinner
Classical conditioning	Thorndike
Instrumental conditioning	Hull
Stimulus	Guthrie
Response	McGregor
Positive reinforcement	Lorenz
Negative reinforcement	
Punishment	
Extinction	
Transfer	
Memory	
Frequency, recency, intensity	
Learning set	
Concept formation	
Eidetic imagery	

4. Physical Development: Terms and Concepts

Weight-age-height relationships
 Dental age norm
 Puberty
 Motor development
 Age differences
 Sex differences
 Skeletal growth and strength
 Voice changes
 Nutrition and growth
 Diseases
 Birth defects
 Abnormalities
 Growth spurt

5. Biological Phenomena: Terms and Concepts

Phenotype, genotype	Theoretical Bases
Chromosome	Mendel
Eugenics	Darwin
Gene	Watson
DNA, RNA	
Nervous system	
Cerebral cortex	
Medulla	Circulatory System
Cerebellum	RN factor
Sympathetic nervous system	Endocrine system
Parasympathetic nervous system	Thyroid, adrenal, pancreatic glands
Autonomic nervous system	Skeletal system
Peripheral nervous system	Phylogenetic skills
Involuntary nervous system	Ontogenic skills

6. Cognitive Development: Terms and Concepts

Creativity	Theoretical Bases
Intellectual trait	Piaget
Achievement	Guilford
Intelligence	Binet
Aptitude	Terman
Genius	Wechsler
Retarded	Bayley
Intelligence test	Thurstone
Culture-free test	Thorndike
Culture-fair test	Havighurst
Verbal ability	Cattell
Spatial ability	Otis
Numerical ability	
Mental age	
Chronological age	
Language development	
Memory	
Long-term	
Short-term	
Abstract reasoning	
Recognition	

7. Moral Development: Terms and Concepts

Development stages (Kohlberg)
Universality
Social interaction and social experience
Logical reasoning and moral development

8. Personality and Emotional Phenomena: Terms and Concepts

Emotion	Theoretical Bases
Needs	Freud
Love	Erikson
Jealousy	Harlow
Anger	Levin
Depression	Maslow
Aggression	McGregor
Fear and worry	Murray
Anxiety	Rogers
Conflict	
Frustration	
Frustration tolerance level	
Self-concept	
Parental expectation	
Stress	
Threat	
Interests	
Attitude	
Motivation	

9. Social Development Phenomena: Terms and Concepts

Culture	Psychological variables
Race	Sociological variables
Ethnic group	Birth order
Society	Sibling rivalry
Customs	Cultural deprivation
Mores	Peer culture
Ethics	Peer conformity
Social class	Peer deprivation
Social mobility	Prejudice
Sociometry	Delinquency
Self-fulfilling prophecy	Environmental influences
Nature-nurture controversy	

10. Development of Values, Attitudes, and Beliefs: Terms and Concepts

Value	Theoretical Bases
Attitude	Kohlberg: Stages of Moral Development: preconventional, conventional, post-conventional
Belief	Carkhuff-Berenson's Facilitative Processes: empathy, respect, genuineness, concreteness
Fact	
Opinion	
Choice/consequences	
Implicit value	
Actions/beliefs	Values/actions
Needs	Values/beliefs
Wants	Values clarification
Desires	

11. Development of Self-concept: Terms and Concepts

Self	Theoretical Bases
Real self	Riesman:
Perceived self	Inner-directed
Ideal self	Other directed
Self-concept formation	Autonomy
Values	McGregor:
Values clarification	Intrinsic rewards
Decision making	Extrinsic rewards
Problem solving	Maslow:
Value conflict	Deficiency needs
"Group think"	Becoming needs
Deindividuation	Self-actualization
Subordination	Hersberg:
Trade-off	Hygiene motivators
Expectation	Satisfiers
Cost-benefit analysis	Rotter:
Ability	Internal locus of control
Sex	External locus of control
Race	
Stereotyping	
Experiences	
Learning	

Indicators:

Facial expressions

joy
anger
grief
depression
acceptance
questioning (open)
questioning (closed)
open hostility
discouragement
confidence
rejection
fright
tension/anxiety

Postures

open
closed
avoidance
attentiveness
burdened
protective
defensive

Language

"I" statements
assertiveness
compromise
empathy
unconditional positive regard
genuineness
reflection of feeling
reflection of content
reflection of non-verbal messages
clarification
open-ended questions
active listening
respect
passive aggressive response
resistance
denial
transference
projection
Flander's Interaction Index
Carkhuff's Levels of Empathic Response
underlying feelings
surface feelings
content
process

12. Interpersonal, Interaction Skills

Generality

Three types of goals with which interpersonal conflict may be concerned:

1. goals and objectives that are non-divisible, non-sharable (cooperative vs. competitive resolutions)
2. goals or objects that may be decided and shared in various proportions between parties in the conflict
3. goals or objectives that may be fully claimed and possessed by both parties

Categories of Conflict (by level of intensity)

controversy
competition
combat

Methods of Conflict Resolution

victory and destruction
cessation
shared-goals resolution
compromise
bargaining or negotiating
mediation
arbitration

Models and Theories

Berlo model
Information theory model
Barnlund model
Westley and Macheau model
Wenburg and Wilnot model
Yalom

Elements of Cohesiveness and Productiveness Stages

intimacy
sharing
support
cooperation
trust
leadership models and rewards cohesive behavior
compliance
identification
corrective emotional experiences
group leadership established
member roles and norms established
crisis
prevention
isolation
toleration

Elements of Cohesiveness and Productiveness Stages

- compromise
- cooperation
- communication skills
- active listening
- reflection of feeling
- reflection of content
- ego strength
- habitual response patterns
 - physical
 - emotional
- means vs. ends conflict
- conflict development
- cooperative reward structure
- competitive reward structure
- presocial behavior

Communication

- communication
- metacommunication
- communication-centered teaching
- communication-centered group activities
 - objectifocus
 - mirroring
 - individual pantomime
 - couple pantomime
 - group pantomime
- communication games
- communication styles
 - "poor little manipulating me"
 - victim
 - aristocrat
 - operator
 - pedantic professor
 - macho
 - great compromiser
 - complainer
 - cut-up
 - nurturer
 - one-downmanship
 - rebel
 - mystic, guru
 - scapegoater
 - scapegoat
 - righteous one

Generalizations

- relate issue to real life experiences of students
- establish clear choices and consequences

Techniques

- open court
- debate
- forum
- reverse role play
- caucus
- due process

Affective Symptomology

depression, despair
anxiety
frustration
fear, phobia
anger
guilt
confusion
shame
self-concept
inappropriate affect

Behavioral Symptomology

rebellion
withdrawal
antisocial/asocial behavior
hysteria (loss of emotional control)
hypochondriasis
impatience
obsessiveness
compulsiveness
dependency

Causal Factors in Maladjustment

conflict
communication
real self
irrational thought
value conflict
problem-solving skills
self-knowledge

B. Students with Special Needs

1. Characteristics to be Considered

- a. reading level of individual students
- b. socio-economic and cultural background of students
- c. mental and/or physical handicaps of individual students
- d. prior learning of students of the topic under study
- e. special strengths and interests of individual students
- f. learning type: auditory, visual, kinetic

2. Types of Differences

Physical Handicaps

handicap
disability
cerebral palsy
epilepsy
diabetes
respiratory illness
tuberculosis
asthma
prosthesis

Cognitive Differences

phenotype
genotype
norm
abilities
developed abilities

Cultural and Social Differences

General Concepts

mainstream
heritability
socialization
modeling
competition
cooperation
acculturation
affiliation
anomie
territoriality
peer group
physical environment
handicap
disability
status and spatial distribution
"crowding"
intrusion/personal space invasion
population density
privacy environment
privacy
proxemics: study of crowding and territoriality
public territory
secondary territory
secondary environment
social density
social distance
territorial imperative
ownership (property)
time/status and worth
space/status and worth

prejudice
stereotyping
superstition
ethnocentrism
ethnic group
gender identity
discrimination
social class
role differentiation

III. Evaluating, Recording, and Reporting Student Progress

A. Evaluation Procedures

1. Types of classroom assessment techniques

a. Classification

Tests

Written

- 1) Objective
- 2) Constructed Response

Performance

Oral

Direct Observation

Retrospective Observation

Ratings

Anecdotal Records

Rating of Pupil Products

Self-Report Inventories

b. Variables assessed by measures other than written tests*

<u>Outcome</u>	<u>Representative Behaviors</u>
Skills	Speaking, writing, listening, oral reading, performing laboratory experiments, drawing, playing a musical instrument, dancing, gymnastics, work skills, study skills, and social skills
Work habits	Effectiveness in planning, use of time, use of equipment, use of resources; demonstration of such traits as initiative, creativity, persistence, dependability
Social attitudes	Concern for the welfare of others, respect for laws, respect for the property of others, sensitivity to social issues, concern for social institutions, desire to work toward social improvement
Scientific attitudes	Open-mindedness, willingness to suspend judgement, sensitivity to cause-effect relations, inquiring mind
Interests	Expressed feelings toward various educational, mechanical, aesthetic, scientific, social, recreational, vocational activities
Appreciations	Feeling of satisfaction and enjoyment expressed toward nature, music, art, literature, physical skill, outstanding social contributions
Adjustments	Relationship to peers, reaction to praise and criticism, reaction to authority, emotional stability, social adaptability

*From Norman E. Gronlund, Measurement & Evaluation in Teaching, Third Edition. New York: Macmillan Publishing Co., 1976.

2. Guidelines for Preparing Assessment Instruments

a. Non-test Measures

(1) Guidelines for Observational Checklists

Identify the variable to be evaluated.
Construct a list of clearly observable behaviors that will be indicators of the variable.
Lists should also include the most common mistakes, or negative behaviors, if clearly identifiable.
Arrange the items on the checklist in the order in which they are likely to be observed.
Provide a simple recording process, with instructions on how to use it.

Observational Techniques

Unobtrusive measures

- student dress pattern
- seating patterns
- student interaction patterns
- student demeanor
- student questions
- critical incidents

Student products

- autobiographies
- art, music, drama
- essays

Formal procedures

- sociograms
- structured problem solving
- gaming, simulations, role playing

Use of Observation

Categories of learning needs which should first be recognized in the classroom through use of observational techniques include:

- sensory deficits
- atypical physical and social development
- emotional problems
- mental deficiency
- giftedness
- special abilities
- learning disabilities
- academic deficiencies

Supplemental Materials

Sources of invalidity and unreliability in classroom observation include:

- failure to record very soon after the observation
- failure to record enough of the situation to make the observation meaningful
- failure to record factual data, especially date, time, place, persons, setting, and sequence of events
- recording of interpretations rather than actual behaviors
- use of value-laden terms, e.g., "... was bad ..."
- failure to record both positive and negative behavioral incidents
- failure to collect a sufficient number of observations of behavior before drawing inferences

Categories of learning needs which should first be recognized through use of observational techniques include:

sensory deficits
atypical physical and social development
emotional problems
mental deficiency
giftedness
special abilities
learning disabilities
academic deficiencies

(2) Guidelines for Rating Scales

Compose statements of observable outcomes and, to the extent necessary, processes.
Rating scales should have approximately half of the statements in negative form.
The rating values should be defined in as objective terms as possible.
Brevity and tapping only the most essential components of a task reduce time demands.

(3) Guidelines for Anecdotal Records

Plan ahead which kinds of behavior will be observed, but recognize that significant, unexpected behaviors will also occur.
Anecdotes should be comprised of descriptions of actual events, i.e., avoid "loaded adjectives" and other forms of interpretation.
Record date, time, place.
Record as soon after the event as feasible.
Record negative behaviors if necessary; be sure to make clearly factual statements.

b. Tests

(1) Classification of Tests by Purpose

Tests and assessment techniques are classified in several different ways according to the purpose served.

- a) Criterion-referenced tests--tests that are directly interpretable in terms of a specified set of instructional objectives--vs. norm-referenced tests--tests designed to rank students in order of achievement, from high to low
- b) Survey tests--tests that measure general achievement in a given area--vs. mastery tests--tests designed to show if the student has achieved enough to satisfy the minimum requirements of the course
- c) Individual tests--tests which can be administered to only one person at a time--vs. group tests--tests that can be administered to a number of individuals at the same time by one examiner
- d) Summative tests--tests used at the end of a course or unit of instruction to determine mastery of the instructional objectives and to provide results to be used in assigning grades--vs. formative tests--tests used during instruction to determine student progress and to provide feedback to students and the teacher

- e) Achievement tests--tests which measure the extent to which a student has acquired certain information or skills--vs. diagnostic tests--tests used to analyze an individual's specific areas of weakness or strength and to determine the nature of his weaknesses
- f) Tests of scholastic aptitude--tests designed to measure the general mental ability of students--vs. tests of special aptitude--tests designed to measure a broad range of educational and vocational aptitudes

(2) Selection of Item Types

Selecting the item type to measure a stated objective is a matter of matching the behavior specified by the objective with the behavior measured by the test item. If the objective calls for supplying an answer, the test item should require that the answer be supplied. If the objective asks that the student identify a fact or procedure, then the test item should require that the fact or procedure be identified. If the objective calls for performing a procedure, then the test item should call for a performance.

(3) Guidelines for Constructing Tests

a. Objective Tests

Multiple-Choice Tests

- 1) The stem of a multiple choice item should clearly formulate a problem.
- 2) Include as much of the item as possible in the stem, but do not load the stem with irrelevant material.
- 3) Use a negatively stated stem only when it is important for the student to know the exceptions or to be able to detect errors.
- 4) The alternatives should be stated with the same clarity and preciseness as the stem. They should be relevant to the question or problem, and all should appear plausible to the uninformed or poorly prepared student.
- 5) Be sure there is one and only one correct or clearly best answer.
- 6) All of the alternatives should be grammatically consistent with the stem of the item.
- 7) The number of choices in multiple-choice items should be at least four; the generally preferred number is five.
- 8) Use "none of the above" only when the correct response is a finite value (mathematics, spelling, vocabulary); use "all of the above" as an option to indicate that all items in the group are acceptable responses.

b. Constructed-Response Tests

Essay Items

- 1) Ask questions, or set tasks, which will require the student to demonstrate command of essential knowledge.
- 2) Write the question in such a way that the task is clearly and unambiguously defined for each examinee.
- 3) Be sure that the students do not have too many or too lengthy questions for the time available.
- 4) Avoid the use of optional questions.
- 5) Prepare a model answer in advance, deciding what points should be covered and how credit will be allowed for each.
- 6) If especially important decisions are to be based on the results of the tests, obtain two or more independent ratings.
- 7) Errors in spelling, grammar, and usage should be checked in a student's written work by every teacher but should not affect the mark or grade except in language classes.

Short-Answer/Completion

- 1) Word the item so that the required answer is both brief and definite.
- 2) Omit only key words in completion items.
- 3) Do not leave too many blanks in a statement; leave enough clues to enable the competent person to answer correctly.
- 4) Do not take statements directly from textbook to use as a basis for short-answer items.
- 5) If the answer is to be expressed in numerical units, indicate the type of answer wanted.

3. Uses of Assessment Data

a. Data Interpretation Concepts

Norm-referenced concepts (student vs. others)

mean	standard deviation	measure of central tendency
median	percentile	measure of dispersion
mode	stanine	age equivalent
normal curve	variance	grade equivalent
	standard score	scaled scores

Criterion-referenced concepts (student/s against some comparison)

objective	minimum standard
domain	mastery learning

b. Formative Uses

Diagnosing students' learning needs
Planning for teaching and reteaching
Providing feedback to students

c. Summative Uses

Determining status
Predicting future performance
Evaluating programs

4. Diagnosis

a. Procedures

- 1) Identifies prerequisite knowledge and skills through task analysis
- 2) Represents each prerequisite entry level knowledge and skill on the pre-test
- 3) Determines the most direct measure (performance, test, observation, etc.), of the prerequisite entry level knowledge or skill

b. Characteristics of Diagnostic Tests

- 1) Diagnostic tests are designed for identifying weaknesses in learning but not for indicating the level of proficiency.
- 2) Diagnostic tests indicate the typical errors a student makes, but not the causes of the errors.
- 3) Diagnostic tests are one tool in analyzing learning difficulties but should be supplemented with other information.
- 4) Diagnostic tests contain relatively easy items on a limited area of content.
- 5) Diagnostic tests present a profile of performance and subskills in a given subject area.

5. Inhibitors of Performance

anxiety: "test performance"
self-concept
home environment
classroom environment
peer relationship

Indicators of Anxiety (Non-Performance)

failure	daydreaming
blocking	boredom
stuttering	withdrawal
rationalization	antisocial class behavior
projection	truancy
denial	hypochondriasis
anger	clinging (excessive dependency)
tics	sloppy work
apathy	bladder problems
thumbsucking	nailbiting
transference	juvenile rebellion (aggression)

B. Recording Procedures and Principles

1. Individual Students

- a. Select objectives in three domains (as appropriate).
- b. Decide the value (weight) to be placed on student performance of a given behavior.
- c. Choose activities (assignments, tasks) to promote attainment of objectives.
- d. Select the strategies for assessing attainment of objectives.
- e. Present instruction to facilitate teaching/learning and to permit adaptation following interim evaluation.
- f. Use a variety of instruments/tasks to obtain evidence of progress.
- g. Use both norm-referenced tests (relative achievement of group members) and criterion-referenced tests (absolute performance in terms of a standard or criterion).
- h. Select a marking system (grades) understandable to students and parents.
- i. Provide for students' individual differences in learning rates, styles, and content mastery.

2. Classes

- a. Select class objectives in appropriate domains.
- b. Decide the value (weight) for each objective.
- c. Choose activities (class assignments/tasks) to promote attainment of objectives.
- d. Select strategies for assessing attainment of objectives.
- e. Present instruction and assessments to permit adaptation following interim evaluation.
- f. Use a variety of instruments/tasks to check progress.
- g. Use norm-referenced tests to obtain information of group progress.
- h. Select a marking system (grades) understandable to students and parents.
- i. Provide for students' individual differences in learning rates, styles, and content mastery.

C. Reporting Procedures

1. Individual Students

- a. Checklists of objectives and weights assigned
- b. Continuous-progress curriculum
- c. Criterion-referenced tests
- d. Individual tests
- e. Teacher/student or teacher/parent conference
- f. Teacher/student contracts

2. Class Reports

- a. Ability-group standards
- b. Group unit tests
- c. Formative data
- d. Group achievement tests
- e. Norm-referenced tests
- f. Summative data

3. Guidelines in Reporting Test Data for Classes

Authorities suggest various ways to interpret group data acquired from standardized tests. Teachers must understand the meanings of various tests (e.g., formative data, group achievement tests, norm-referenced tests, and summative data) and be aware of the confidentiality of individual student's records. Comparative reporting may require attention to changes in school population or curricula over a period of years. Some type of visual aid will assist naive persons (e.g., many parents) in grasping the significance of changes in group scores.

D. Student Records

1. Information in Student Records

- a. identification
- b. past performance on achievement tests
- c. performance on mental ability tests
- d. physical or sensory handicaps
- e. health record
- f. socio-economic level of family
- g. educational level of parents
- h. past grades
- i. comments from past teachers
- j. place of residence of student
- k. language spoken in home
- l. schools attended
- m. past corrective or remedial work
- n. record of absences from school

2. Issues Related to Student Records

validity of information
documentation - specificity
trend analysis (identifying trends;
anomalies
limits of value-judgment
habitual vs. isolated events
legal implications
ethical implications
impact of student file (what goes in student file
follows student a long time)
identification of audience (who sees file)
primary vs. secondary source material (i.e., direct vs.
indirect observation)
neatness
stereotyping

3. Access to Records

It is implied in the competency subskill statement that the examinee will understand recording/reporting systems of student progress in a subject matter. In addition, it is implied that the examinee will understand various assessment procedures and be able to both interpret such assessment results and state the implications of the information for a specific class or individual student. These are understandings acquired in the study of tests and measurement, educational procedures for developing a recording/reporting system, and foundations of curriculum development, implementation, and evaluation. (The sources for these have been listed in other sections of this Supplement.)

Access to student records is governed by the public laws and county policies governing the content and use of student records and understandings of appropriate procedures to follow in meeting the demands of various persons/groups for information about class and individual student progress.

(It is to be understood that district policies may be more delimiting than statements in public laws, since state departments of education establish policies that are transmitted to the districts for application at the local level.)

IV. Instructional Materials

A. Sources of Instructional Materials

1. classroom library
2. school media center
 - a. books and magazines
 - b. film, filmstrips, and slides
 - c. vertical files of posters, charts, maps, and pamphlets
 - d. community resource files
 - e. records and tapes
 - f. transparencies
3. public library
4. county curriculum centers
5. publishers' catalogs
6. catalogs of free and inexpensive materials
7. local organizations and merchants
8. teacher's professional library and files of materials
9. equipment manuals and manufacturers' instructional materials

The most appropriate source for a given situation would depend upon the nature of the materials sought. A teacher should first consult the closest source likely to be productive of the desired materials.

Additional sources for materials development, or for the materials themselves, include organizations and individuals within the community. The value of human resources, as well as materials resources, and the use of equipment as well as materials, should be recognized.

B. Desired Characteristics of Materials

1. attractiveness
2. appropriate style and size of type
3. reasonable cost
4. durability of materials
5. copyright date
6. multiple tracks
7. accuracy of actual information

The importance of the characteristics of particular materials is determined by the purpose for which the materials are selected.

C. Selection of Materials

1. Considerations
 - a. use (large group, small group, individual)
 - b. usefulness to learner (level, structure, feedback)
 - c. usefulness to teacher (instructional goals and objectives; planning, implementing, and evaluation/recordkeeping)
 - d. cost factor with degree of usefulness and efficiency (durability, yearly costs for consumable parts, cost for training teachers to use)
 - e. maintenance and upkeep (loan basis to students [Florida Statute 233.45], mechanical parts)
 - f. cooperative selection by students and teacher
 - g. appropriateness to time and space available (portable, storage space needed/availability)
 - h. variety of types (printed texts, articles, workbooks; audio-visual films, tapes, slides, videotapes; packaged programmed, individualized, games, simulation materials)
 - i. publishers' evaluation procedures (pretesting, field-testing, evaluating)

2. Criteria

- a. subject materials to criteria specified or implied by objectives
- b. select culturally and sexually non-biased materials
- c. identify materials which involve students in problem solving
- d. select materials which range from simple to complex
- e. select materials which match students' learning styles
- f. provide manipulative materials when needed
- g. select materials which stimulate the senses
- h. include materials which help provide individual instruction (programmed lessons, teaching machines, learning kits, special interest materials)
- i. select materials which are worth the time, expense, and effort involved in using them
- j. select materials which reflect the students' living environments

D. Modification of Materials

1. audio-taping materials
2. rewriting materials at a lower reading level
3. transcribing materials or having materials transcribed into Braille for visually impaired students
4. breaking materials into small units for students who have difficulty mastering larger segments of materials
5. making materials more concrete (less abstract)
6. changing response modes (e.g., providing for pointing, responding orally instead of in writing, etc.)

V. Instructional Objectives

A. Purpose for Writing or Selecting Objectives

Acceptable Purposes

1. To inform learners of what they are expected to learn
2. To guide the teacher in selecting the content of instruction
3. To guide the teacher in selecting instructional materials
4. To guide the teacher in selecting activities
5. To guide the teacher in constructing valid evaluation of instruction
6. To guide discussion of curriculum with parents

Erroneous conceptions of the purpose

1. To standardize the curriculum
2. To assure that the teacher knows the subject matter
3. To provide busywork for teachers
4. To enable specialists, including administrators to control the curriculum
5. To provide a means for administrators to check up on teachers

B. Guidelines for Constructing or Adapting Objectives

1. Objectives are written in terms of what students will do, not in terms of what the teacher will do.
2. Behavioral verbs, which indicate observable changes in behavior, are used in writing objectives.
3. Objectives should challenge students, but be attainable.
4. Objectives should relate the subject matter to the experiential background of students.
5. Objectives should include all important aspects of the unit of study.

6. Objectives should be in harmony with sound principles of learning, including at least these:
 - a. principle of readiness
 - b. principle of motivation
 - c. principle of retention
 - d. principle of transfer.

C. Sequencing Objectives

The following considerations are of utmost importance in sequencing objectives:

1. The hierarchical nature of the subject matter
2. Progression from concrete objects to abstract ideas
3. Arranging steps small enough to assure mastery of objectives by slower learners
4. Providing objectives beyond the minimum essentials for the more able student
5. Considering the spiral curriculum method of arranging objectives to insure adequate exposure of students to subject matter to assure mastery

Other considerations in sequencing activities

1. Activities should be sequenced in terms of their simplicity/complexity.
2. Prerequisite learnings should be taken into account in sequencing activities.
3. Activities related to general learning outcomes should occur before those concerned with specifics.
4. Activities which are related to facts and ideas which may be arranged in chronological order may appropriately assume that order.

VI. Learning and Teaching

A. Conditions That Affect Learning

1. The amount of time spent in learning in relation to the time needed
2. Perseverance--student willingness to spend time in learning
3. Aptitude for the task
4. Quality of instruction
5. Ability to understand instruction
6. Student's readiness to learn (including history of success in learning)
7. Teacher's readiness to teach
8. Teacher's style of teaching in relation to student's learning style
9. Teacher's expectation that learning will occur
10. Socio-economic background of student
11. Educational background of student's parents
12. Classroom social climate
13. Native tongue of the learner
14. Environmental distractions (e.g., outside noise or other competing stimuli)
15. Attractiveness of materials to students
16. Appropriateness of materials to stated objectives
17. Enthusiasm of the teacher

B. Terms and Concepts

Behavioral paradigms

- law of effect
- operant conditioning
- classical conditioning
- Premack principle
- drive
- goal
- frustration

Properties of stimulus

- cue
- stimulus generalization
- association
- discrimination
- extinction
- unconditioned stimulus (UCS)
- stimulus deprivation
- conditioned stimulus (CS)
- anticipation, expectation
- gradient
- phenomenal field
- aversive stimulus

Properties of response

- unconditioned response (UCR)
- conditioned response (CR)
- primary reward
- secondary reward
- acquired rewards
- symbolic rewards
- habit strength
- extinction
- contingency
- reinforcement
- partial reinforcement
- punishment
- shaping
- positive reinforcement
- negative reinforcement

Other terms

- memory
- synapse
- sense organ
- proprioception
- biological drive
- psychological drive
- medulla
- cerebral cortex
- motivation
- threat
- anxiety
- modeling
- stress
- probability
- nervous system
- isolation

C. Classroom Strategies

1. Securing Attention

Recommended techniques

- a. Use a change of stimulus pattern
- b. Learn and use the names of students
- c. Use novel or unfamiliar stimuli
- d. Eliminate activities which may distract or interfere with concentration
- e. Develop with the students signals for use when attention is expected
- f. Avoid disruptive and/or antagonizing techniques
- g. Avoid use of techniques which in themselves or which in particular situations tend to reinforce the undesirable behavior then in progress
- h. Reinforce desired behavior

Inappropriate techniques

- a. Yelling at students
- b. Beginning a lesson without student attention
- c. Embarrassing students
- d. Punishing students
- e. Reinforcing undesirable behavior

2. Presenting Directions

The following are suggested methods for giving directions:

- a. Giving directions orally
- b. Writing directions on the blackboard
- c. Preparing a handout with written directions
- d. Demonstrating what is to be done
- e. Using taped or slide-taped instructions, for either group or individual use

3. Establishing Rapport

- a. Choose objectives which are challenging but attainable.
- b. Plan alternative approaches to provide for varying interests and capabilities of students.
- c. Relate experiences of students to objectives to provide relevance to instructional activities.
- d. Consider physical development and disabilities of students in selecting activities.
- e. Consider experiential background of students in selecting objectives and activities for a group of students.
- f. Recognize the need to provide success experiences for all children in the group.
- g. Consider cultural and ethnic background of students in selecting instructional activities and objectives.
- h. Encourage students to share material, thoughts, or feelings with the teacher and/or the class.

4. Alternative Strategies

a. Models

- (1) Social interaction (group investigation, social inquiry, laboratory method, role-playing, simulation)
- (2) Information processing (inductive thinking, scientific inquiry, cognitive growth)
- (3) Personal (nondirective approach, awareness training)
- (4) Behavior modification (programmed instruction, anxiety reduction, assertive training, simulation)

b. Techniques

- (1) Changing topic or activity when interest is lost
- (2) Rewarding and restating, or using alternative activities when student responses indicate noncomprehension
- (3) Completing assigned preparation in class when assignments have not been completed out of class
- (4) Introducing physical activities when students show signs of fatigue or stress
- (5) Changing the level of instruction when students show anxiety or fear of trying assigned activity
- (6) Pursuing alternative avenues of exploration when student responses or questions indicate student interest
- (7) Changing method of instruction
- (8) Utilizing audio-visual materials
- (9) Alternating quiet and active activities
- (10) Rewording directions and/or materials for better understanding
- (11) Ensuring that activities are suitable for students' abilities and interest
- (12) Following up on activities suggested by students

5. Use of Media

Recommended Procedures

- a. Prepare the students by introducing the film or other media and pointing out important things to watch for while viewing.
- b. Follow the presentation with an immediate discussion.
- c. Have students write reports concerning what they saw and heard.

- d. Preview the film or other media to be certain that the presentation relates to the objectives of the lesson.
- e. Follow the viewing with research into other sources for information on the topic.

Practices which do not enhance the Educational Value of Forms of Media

- a. Using film and other forms of media for entertainment or to fill time
- b. Presenting films without informing students of the purpose of the presentation
- c. Using films and other forms of media which are too long for the age group to which they are being shown

6. Involvement of Students

Recommended Procedures

- a. Utilizing student interests as a basis for curriculum building
- b. Maintaining good, clear communication between teacher and students
- c. Utilizing student preferences in working procedures and activities
- d. Utilizing individualization in assignments
- e. Utilizing group projects, group discussion, role play, and (appropriately) lectures, seminars, and lab work
- f. Securing materials and tasks at an appropriate level for the class
- g. Using audio-visual aids for motivation and extension of concepts

7. Arrangement of the Classroom to Facilitate Teaching and Learning

Authorities agree that there are certain principles for room arrangement of materials and equipment and of ways to manage the environment in order to foster positive attitudes and effective learning. Of the many principles discussed, the following appear to have relevancy for this competency:

a. Principles

- (1) Learning does not reside totally in a given student's efforts; conditions in the environment can be strong influences.
- (2) The most efficient way to change a student's behavior may be to change elements in the environment.
- (3) Movable furniture will permit various types of grouping for various purposes (e.g., quiet or noisy, individual or group).
- (4) Physical elements, to the degree possible, should be varied during the school year.
- (5) Large and comfortable work areas promote more positive attitudes.
- (6) Individualized instruction and small-group instruction require bulletin boards, displays, and areas for work produced.
- (7) Easy access to materials is a positive influence on both teachers and students.

b. Considerations for Materials Storage

- (1) Informing students of use and care of materials
- (2) Providing easy access to materials by teacher and students (ease of distribution)
- (3) Locating materials in close proximity to an activity
- (4) Formulating security measures
- (5) Following safety guidelines

- (6) Planning for physical movement
- (7) Conserving time, materials, management
- (8) Noise factors

c. Activities

- (1) Presentations (lecture, panel, debate, film, videotape)
- (2) Demonstrations (rehearsals, drills, skills, practice lab)
- (3) Reading (individual silent, individual oral)
- (4) Drama (skits, pantomime)
- (5) Discussion (group, buzz sessions, brainstorming)
- (6) Cases (case study of a problem situation; critical incidents)
- (7) Graphics (group painting, group collage)
- (8) Role understanding (role play, social simulation, videotape)
- (9) Games
- (10) Participative directed inquiry or discovery (under teacher guidance)

d. Structure

- (1) Learning centers
- (2) Interest centers
- (3) Library
- (4) Games
- (5) Group centers
- (6) Large-group interaction
- (7) One must consider individual assignments, small-group activities, and large-group interactions.

e. Environmental factors (distractions) affecting learning

- (1) Outside noise
- (2) Safety
- (3) Health
- (4) Security
- (5) Closeness
- (6) Social climate

8. Providing for Special Needs

a. Use of Different Material (see also IV D)

- (1) Selection might include new or different but proven materials
- (2) Adaptation might include remediation on
 - (a) similar but different materials
 - (b) the same materials written at a lower level of difficulty
 - (c) the same materials with supplemental materials containing instruction on prerequisite skill
 - (d) the same materials through a change in teaching method, e.g., from group to tutorial
- (3) Development Might Include
 - (a) self-study materials for remediation
 - (b) self-study materials for enrichment
 - (c) exercises for practice to enhance retention or transfer

b. Use of Different Procedures, Suggested Modifications

- (1) Arranging steps small enough to assure mastery
- (2) Providing objectives beyond the minimum essentials for the more able students
- (3) Beginning with the actual entry level skills of the student(s) to insure the possibility of success (for whatever learner characteristics)
- (4) Use of
 - (a) auditory
 - (b) visual nonverbal
 - (c) psychomotor
 - (d) social interaction

9. Student Teacher Relationships

a. Rationale: Research shows positive and significant relationships between

- (1) Teachers' levels of interpersonal functioning and student attendance
- (2) Teachers' interpersonal functioning and students' gains on achievement test scores
- (3) Teachers' interpersonal functioning and enhanced student self-concept

Strategies to improve interpersonal functioning appear to be:

- (1) Involvement of students in curriculum selection and classroom management strategies
- (2) Improved empathetic qualities
- (3) Viewing students as basically good, able, and trustworthy

b. Principles - Student Variables

- (1) A mild level of anxiety may aid in student achievement.
- (2) A high level of anxiety may interfere with learning and with feelings of belonging in the classroom.
- (3) Feelings of high self-worth may further learning and relationships with teachers and other students.
- (4) Feelings of low esteem may interfere with feelings of belonging and with learning.
- (5) Feelings of dislike of teacher and/or of school may hinder relationships and learning.
- (6) Feelings of love and belonging may promote learning and rapport in the classroom.

- (7) Feelings of safety and security in the classroom will permit students to open up to teachers and to learning.
- (8) Feelings of anger or rage brought into the classroom from outside sources may obstruct rapport and learning in the classroom.
- (9) Shared experiences and feelings will promote feelings of rapport between students and teacher.

Principles - Teacher Variables

- (1) Low expectancy of self or of students or lack of self-confidence may influence rapport and learning in the classroom.
- (2) Dislike of children and/or of teaching will affect the classroom climate and hinder student progress.
- (3) Shared experiences and enthusiasm for learning together will enhance rapport and learning.
- (4) Negative feelings brought into the classroom from outside sources by the teacher may influence students' feelings about the teacher and the learning process.

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EDUCATION SUBTEST

For convenience, the following bibliography for the Professional Education Subtest is arranged according to competency.

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- Competency 13: Present directions for carrying out an instructional activity

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SAMPLE EXAMINATION ITEMS
FOR THE PROFESSIONAL EDUCATION SUBTEST

Here are some sample Professional Education items to help familiarize the candidate with the type of question he/she will encounter on the Professional Education Subtest of the Teacher Certification Examination.

1. A teacher in a seventh grade social studies class with thirty students is approaching the completion of a unit in which there were ten objectives. In order to pass the unit, students must demonstrate mastery of eight. The time allocation for the unit was set at a pace slightly below the normal pace of average students. As the time for the scheduled completion of the unit nears, five students have mastered five or fewer objectives, while all the others are ready to move on to the next unit. In this situation, when it is not feasible for fast students to go on immediately to the next unit, which of the following alternatives would be the best action for the teacher to take?
 - a) Inform the slower students that they have only one more day to complete the assignment or they will receive a failing grade.
 - b) Provide enrichment activities for students who complete the assignment ahead of the scheduled time.
 - c) Post a progress chart in the front of the room to motivate slower students to work harder.
 - d) Lower the standard to six objectives mastered so that slower students can move on to the next unit.
2. In planning the assessment for a unit of study, Mr. Sims rereads his list of general objectives. What is Mr. Sims' next task in the process of constructing a test?
 - a) Begin to write the items for the test.
 - b) Look in the teacher's manual to find items that measure the objectives.
 - c) Identify the knowledge and skills components of the objectives.
 - d) Assign each student one of the objectives as the topic for an essay.
3. After a class lesson on adding fractions, Mr. Sutter sees that three of the students do not understand the procedure for determining the least common denominator. The action that would be most help to these students would be to
 - a) reteach the lesson to the whole class.

- b) analyze the procedures the students use in multiplying and dividing.
 - c) require the "nonmasters" to work through a programmed workbook independently.
 - d) arrange for each "nonmaster" to be tutored individually.
4. Ms. Weldon wants her second grade students to develop knowledge of and an appreciation for the scientific world in which we live. She sets up a demonstration, using materials which she had developed for her college science education class. The students view the equipment with great curiosity, but as Ms. Weldon attempts to explain the intricate interrelationships of the parts of the display, the children quickly lose interest. What should Ms. Weldon do?
- a) Wait until the students are older to try to introduce scientific concepts.
 - b) Refer to some second grade science books for lessons without demonstrations.
 - c) Simplify her display and explanation to adjust it to her students' level of understanding.
 - d) Repeat the experiment at a later date after spending time telling students what to expect.
5. Susan, a third grade student, has been found in possession of a ruler which belongs to a neighbor. She says, "Teacher, I just wanted to use it to finish the work you assigned." In helping this child develop moral judgement, which of the following would be the most appropriate response for the teacher to make?
- a) "We must abide by the rule that no one is to take something belonging to someone else without first asking for permission."
 - b) "How would you feel if someone took your ruler without asking you for permission?"
 - c) "The next time this happens, you will have to sit in the corner all by yourself."
 - d) "You should not take something that does not belong to you without asking permission unless it is an emergency."
6. The following are some of the standards which a teacher has established for the class:

1. Students are responsible for delivering oral messages to their parents.
2. Students are to return materials to their proper place.
3. Students are to complete out-of-school assignments with no help.
4. Students receive weekly progress reports for lab work.

For which of the following classes are these standards most appropriate?

- a) A middle school compensatory education class.
 - b) A nongraded, heterogeneous primary class.
 - c) A senior high school vocational class.
 - d) A special class in basic skills for young students.
7. Mr. Jones has arranged a very fragile display on a table adjacent to the students' independent study area. Some members of the class are to use the display in their independent study. Since the display is taking up previously open classroom space, Mr. Jones feels that rules and procedures will need to be developed to limit movement around the display. Which of the following procedures would be most effective in promoting student willingness to cooperate in the limitations?
- a) Ask students doing the independent work to prepare a sign notifying others that the area is "off limits."
 - b) Post a sign indicating that the area is "off limits" and giving the reasons for the rule.
 - c) Rearrange students' desks and work tables to create new traffic lanes and block student access to the area.
 - d) Conduct a class discussion in which the purpose for the display is explained and involve the students in deciding the best way to reroute traffic.
8. The results of a teacher's checkpoint quiz on a unit have revealed a wide range of scores among class members, many below the criterion established for that checkpoint. To determine the exact nature of the problems that students are having in attaining the class objectives, what should the teacher do?
- a) Assess progress by another quiz, record results, and compare the results for the two sets of scores.
 - b) List the scores in order from low to high and find the middle score.

- c) Give special weights to various objectives; then rescore the quiz using those special weights.
 - d) Perform an item analysis and record each student's performance on the items.
9. The mean reading level of a fifth grade class is 5.6. Four students in the class are reading at a level above 7.5. They also do well in their classroom work. Which of the following alternatives is the best course of action for the teacher to follow in giving assignments to these students?
- a) Give them the same material as the rest of the class and if they finish early have them sit quietly in their seats.
 - b) Give them the same material as the rest but provide a choice of additional material and activities related to the topic.
 - c) Form a separate fast learner group, excuse them from the regular assignments, and give them special assignments.
 - d) Give them the same material as the rest and let them have an opportunity for free play and games while the others finish.

Answer Key

1. b
2. c
3. d
4. c
5. a

6. c
7. d
8. d
9. b